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ABSTRACT

Described in this report are the rationale, operation, results, and benefits of a 3-year project that developed a systematic dissemination program in the Kentucky State Department of Education. Aspects covered include program framework, administrative structure, components of the framework, procedures, expected and determined results, user capacity, and program status upon completion of the project. Discussed are the use of the department's resource base of online and other resource materials, the plan's 3-level system that linked the resource base to the users, and the management change that aided in the project's success. Appendices provide numerous tables, graphs, and figures and include a sample dissemination linkage report and district file, a guidebook for local linkage teams, and sourcebook samples of the "Kentucky Dissemination Catalyst." (JD)

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Development of a Model Dissemination Program for the Kentucky State Department of Education: State Dissemination Capacity Building Grant Final Report

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August, 1979
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Commonwealth of Kentucky
State Department of Education
Dr. James B. Graham
Superintendent of Public Instruction
Ms. Shirley P. Williamson, Head
Office of Communication Services

I2007933

ABSTRACT

Project Title: Building a Generalized Dissemination Capacity in the Kentucky State Department of Education: Phase III

Contracting Agency: Kentucky State Department of Education

Beginning Date: July 1, 1975

Ending Date: June 30, 1979

The purpose of the project was to successfully develop, over three years, a systematic dissemination program in the Kentucky Department of Education. The system was designed to encourage the implementation of new programs and practices in the schools in response to identified needs. The approach involved use of a Departmental resource system in an office as a program base. This Office has at its disposal on-line retrieval of the Lockheed Corporation data bases, periodicals, books, and print and visual curriculum and instructional materials. These were supplemented by the State Library System, the periodical holdings of Kentucky State University and other sources or individuals as was appropriate.

The resource base was linked to the users (elementary, secondary and vocational education teachers; teacher educators; educational researchers; and school administrators) through a three-level linkage plan. The plan involved: (1) three full-time linker-coordinators, each assigned responsibility for approximately sixty local school districts; (2) one individual in each local district trained to work with the system, and with individual building representatives; and (3) representatives located in each school building. Responsibilities of the total mechanism included encouraging use of information in educational decision-making and practice, screening and delivering materials, and assistance to educators in need identification, identification of alternatives, alternative evaluation, program selection, and trial. The system was loosely based on the Havelock model of change.

A major revision in the Department's dissemination management structure included the continuation and expansion of the Dissemination Coordinating Council, with wide powers to develop a coordinated dissemination program, and Regional and State Dissemination Advisory Councils, with the responsibility of establishing program goals for each region.

The total program, as it was constructed, resulted in increased utilization of information by educators for decision-making, increased implementation of beneficial programs and practices in the schools, development of a strong core of capable dissemination personnel, and further consolidation of the function within the Department.

CONTENTS

	Page
0.1. Abstract	1
0.2. Acknowledgments	3
0.3. Program Overview	6
1.0. Program Rationale and Operation	8
1.1. Purpose of Dissemination	8
1.2. Program Framework	11
1.3. Description of Program Status Prior to Project Completion	16
1.4. Description of the Administrative Structure	23
1.5. Components of the Project Framework	28
1.5.1 Statement of SEA Objectives for Dissemination Activities	28
1.5.2 Linkage Component	30
1.5.3 Resource Component	32
1.5.4 Project Structure During the Third Project Year	32
1.5.5 Operational Objectives for the Third Project Year	34
1.6. Procedures and Rationale	44
2.0. Results and Benefits	62
2.1. Expected Benefits	62
2.2. Determined Results	63
2.2.1 Status of Goals and Objectives for the Third Year Program	64
2.2.2 Service Capacity	76

Page

2.2.2.1 Resource 85

2.2.2.2 Linkage 86

2.2.2.3 Leadership 89

2.2.3 User Capacity 89

2.2.3.1 LDRs 90

2.2.3.2 Linkage Teams 92

2.2.3.3 Team Training 93

2.3 Description of Program Status upon Project Completion 95

3.0. Institutionalization 98

4.0. Equity 100

5.0. References 102

APPENDIX A: Tables and Graphs

Figure 1.3.1 KDE Information Component Prior to Project Funding

Figure 1.3.2 Structural Elements of the KDE Dissemination Effort: February 1, 1979.

Figure 1.4.1 General Services Offered by the Office of Communication Services

Table 1.5.1 Contact and Client Display: Described by School District

Table 2.1.0 Anticipated Project Benefits, Third Project Year

Table 2.1.1 Quick Response IRU Evaluation Summary: August 1, 1978 to June 30, 1979

Table 2.1.2 Materials Center Contact Reports: Described by Month for Last Reporting Period, July, 1978 through June, 1979

Table 2.1.3 County Districts and Independent Districts Where Dissemination Teams Are Not Trained and In Place: As of July, 1979

Table 2.1.4 State Cume LDR Dissemination Activity Report: Described by Month over Last Reporting Period

Table 2.1.5 Region I LDR Dissemination Activity Report

Table 2.1.6 Region II LDR Dissemination Activity Report

Table 2.1.7 Region III LDR Dissemination Activity Report

Table 2.1.8 Cumulative Area Dissemination Coordinator Contact Reports: Described by Month for Last Reporting Period

Table 2.1.9 Titles of Requesters Served by Information Retrieval

Table 2.1.10 Lockheed Data Base Use

Table 2.1.11 Computerized Information Searches Processed: Described by Month Over the Project Period

Graph 2.1.12 Computerized Information Searches by Month Over the Project Period

Graph 2.1.13 Computerized Information Retrieval Described By Month: Including Average, Pre-Project Average and Post-Project Average

Graph 2.1.14 Computerized Information Retrieval Described by Average Seasonal Fluctuation

Table 2.1.15 Materials Distributed by Information Retrieval: Described by Month over Last Project Year

Table 2.1.16 Cumulative Total Request Points: Described by Month for Last Reporting Period, July 1978 through June 1979

Graph 2.1.17 Comparison of Program Contacts: Described as a Percentage of Contacts by Month for the Last Reporting Period

Table 2.1.18 Total Number of Contacts Made in County Districts and Independent Districts as of July 1, 1979

APPENDIX B: Mini-List Samples

APPENDIX C: Sample Dissemination Linkage Report and District Profile

APPENDIX D: Guidebook for Local Linkage Teams

APPENDIX E: Kentucky Dissemination Catalyst: Sourcebook Samples

0.2. ACKNOWLEDGMENTS

Within the past few years the educational research and development community has begun to be criticized for reasons which may be at least partially undeserved. Program evaluations by state legislatures and the Congress are finding that millions of dollars have been spent on educational improvement through research and development efforts but that few of the innovations produced by this effort are making their way into the schools. "Impact" has become a familiar word and is used more often as a noun than as a verb.

However, even with this near demand to see innovations moved from the test site to the field, little support has been offered for the one vehicle which is meant to accomplish just that end: a dissemination program. Dissemination is seen as a stepchild function and is usually considered an adjunct to either a departmental library or a public relations program. A National Academy of Science study of one portion of educational research and development even reported that dissemination efforts are "neither as far reaching nor as concentrated as might be desired. . . Evaluation and dissemination efforts have been hampered and sometimes eliminated because of lack of funds." (National Network for Curriculum Coordination in Vocational and Technical Education, 1976, page 3).

Yet with this problem existing there have been bright spots created by professional educators who are concerned about the problems of implementation and cognizant of the opportunities

offered by the dissemination program.

In this regard I feel that it is important to acknowledge the assistance of people within the Kentucky State Department of Education who were most helpful in the creation and direction of the Kentucky State Dissemination Capacity Building Project:

Dr. James B. Graham who as Superintendent of Public Instruction championed the program and offered his valuable support.

Ms. Shirley P. Williamson who as Head of the Office of Communication Services helped to move dissemination from an auxiliary function to the role of a coordinated professional service.

Past and present members of the Unit for Dissemination linkage staff who have insured the best possible climate for the dissemination program to grow. Particular acknowledgment should go to the present members of the staff, Mr. Larry Davis, Mr. Al Peach, and Mr. Mose Dunning as well as past staff members Ms. Shirley Duff and Ms. Lynn Stidham. Special acknowledgment should also go to Ms. Martha Copeland, to whom most of the "nitty-gritty" of running the project fell. Ms. Donna Swanson, Director of the Information Retrieval Unit, and Ms. Anne Hamilton, Director of the Materials Center, who are most responsible for the current ready state of the Department's resource system.

I would also like to acknowledge the National Institute of Education, the staff members of the Institute who were responsible for the establishment of the Capacity Building Program, and the other state capacity building project directors. Without the Capacity Building Program dissemination efforts within many state education agencies would not have made the advances which are now so apparent.

If there is any one major discovery as an outcome of this project, it is that no program of dissemination can be successful without the help of people such as those mentioned above.

0.3. PROGRAM OVERVIEW

The Kentucky State Department of Education's (KDE) dissemination capacity building project was designed to help the SEA achieve its goals of improving the educational program for all of the Commonwealth's students by utilizing existing information resources more efficiently. The dissemination program operated through the Kentucky Information and Dissemination Service (KIDS) by the Department's Unit for Dissemination is based upon Havelock's model of social interaction, adapted to fit Kentucky's unique characteristics, as well as the Yovits and Ernst general information model.

The purpose of the dissemination program is to aid local educators in the identification and solution of problems which are affecting their local school systems. The program is designed to encourage the implementation of new programs and practices in the schools in response to identified needs. The Unit for Dissemination administered the project as a part of the Office of Communication Services.

The Unit "links" an information base of problem solutions to Kentucky's educational community (elementary, secondary, and vocational education teachers; teacher educators; educational planners, researchers, and program developers; and school administrators) through a three level linkage plan. The plan involves: (1) three full-time linker-coordinators, each assigned responsibility for approximately 60 local school districts; (2) one individual in each local district trained

in the operation of the dissemination service; and (3) local linkage teams consisting of the local dissemination representatives and one contact from each school building in the district.

Responsibilities of the service include: encouraging the use of appropriate information in educational decision-making and practice; the screening and delivering of materials and assistance to educators; needs identification; identification of program alternatives; and, alternative evaluation, program selection, and trial. The total program has resulted in increased utilization of information by educators for decision-making, increased implementation of beneficial programs and practices in the schools, and development of a strong core of local personnel capable of increasing productivity through the use of new methods, programs, and practices.

SECTION 1.0: PROGRAM RATIONALE AND OPERATION

1.1: The Purpose of Dissemination

The dissemination of educational program and practice information has become a frequent topic in the educational literature of the past few years. The explanation for this interest was probably most succinctly stated by Kester and Hull (1973) when they noted that there exists an important failing in education, "Research and development products should be used by the intended clients, but these products are not being used to any great extent."

Cutter (DNG) in her report on dissemination activities conducted by nine state education agencies has even noted the trend:

> Recent years have seen a growing emphasis upon moving ideas, good practices, from their source--the researcher's study or the practitioner's classroom--to other settings where they might be used.

And there is indeed cause for concern over the extent of use of successful educational programs and practices. One indication of the problem is the large time-lag generally existing between the development of a successful educational product and its adoption by educators. Miles (1964), for example, estimated that it took fifteen years for even three percent of the nation's schools to adopt kindergarten programs. A 1966 study by the National Commission on Technology, Automation, and Economic Progress found that, for twenty inventions, the time lag between invention and adoption was fourteen to twenty-seven years.

This time lag situation can justly be viewed from an economic standpoint: If an innovation, or a technology, required a project expenditure of $500,000, that is a $500,000 investment. A time lag of twenty years on such an investment means that the cash spent has shown no yield in twenty years. If that $500,000 had been placed in a bank for twenty years, at a rate of interest of 6.5% per year, there would have been a net gain of over one million dollars. We might say then that, relative to dissemination, a time lag could cost the public three dollars for every dollar spent.

In short, the time lag record is distressing and Congress began to take notice of it as early as 1968 with the Vocational Education Act of that year which included dissemination as a priority. Recently, a National Academy of Science study of the impact of research and development reported that current dissemination efforts throughout the country are "neither as far reaching nor as concentrated as might be desired . . . dissemination efforts have been hampered and sometimes eliminated . . ." Evidence of the Federal concern for dissemination is found in the fact that 208 requirements relating to 54 agents or agencies deal with dissemination or diffusion (IPOD, 1976).

Compounding the problem is the general increase in the number of successful programs and projects to be disseminated. It is impossible to get a true feeling for the immensity of the number of educational innovations being generated with any one fact, or in any one place, but one measure of innovation production might be the Educational Resources Information Center (ERIC)

system which in any one month adds more than 16,000 new documents related to education. If only one-half of these documents are considered useful and if one assumes that each of these will contain only ten items of information which are immediately useful, there are still 960,000 pieces of "good" information added each year in which an educator might be interested.

A teacher, then, who begins teaching at the age of 21 and teaches until retirement at age 65, could possibly draw 42,240,000 useful pieces of information from the ERIC File alone during a working lifetime. The Kentucky State Department of Education's Information Retrieval Unit can currently draw from 100 "ERIC-type" information files, which means that each and every teacher may have available 3,801,600,000 pieces of useful classroom information during a working lifetime.

Many attempts have been made to encourage the use of this information. One method has been the funding of exemplary programs by federal and state education agencies or by private institutions. A recurrent concern in these efforts is the permanence of the adoption after funding is withdrawn. The result after the program's termination has often been the same, no change, and the loss has been tragic. A history of the Kentucky Department of Education's activities in these areas is included in Section B of the Department's state dissemination plan. (KDE, 1979)

It has been estimated (USOE, 1978) that for every $4,000 spent in the dissemination of information on new educational programs and practices there will be a cost benefit yield of

$400,000. This means that a dissemination program funded at a $250,000 level will yield a cost benefit return of $25,000,000. To make the benefit precise, every dollar spent will yield $100 in return. A very sound investment.

As the evidence of an information utilization problem has mounted, a demand for new strategies for dissemination and diffusion has come to the forefront. A major challenge to education has been the development of strategies to encourage and facilitate the adoption or adaption of educational innovations. The Kentucky State Department of Education believes that leadership in this continuing effort can and should come from state education agencies with their direct organizational ties to most segments of the educational community. The Kentucky State Dissemination Capacity Building Project and the Kentucky Information Dissemination Service (KIDS) were meant to be a collaborative framework for the coordination of Department dissemination efforts and a model structure for the improvement of communication for school improvement between and among offices and bureaus of the Department.

1.2: The Program Framework

The dissemination program conducted within the scope of the project grant related directly to a series of need assessment activities conducted by KDE with regard to local agencies or individually perceived needs. It attempted, in addition, to facilitate these efforts to plan for beneficial educational change by aiding in the identification of alternative solutions

to identified needs, in the exploration of these alternatives, and in the selection and trial of the most promising.

In the summer of 1972, William Paisley produced a paper entitled "Recommendations for the Dissemination Program of the National Institute of Education." In it he discussed three postures that have been adopted by change-oriented agencies with regard to the products or reforms they support. The "postures" included: (1) product-advocacy in which a project is actively marketed; (2) laissez-faire in which the fate of the product is left to the marketplace and the astuteness of potential aodpters; and (3) change-process advocacy in which the agency advocates a strategy of planning and implementing change rather than advocating particular products.

Paisley recommended the third posture to NIE because of the pitfalls confronting an agency when it advocates a product which is "certain to disappoint some adopters" and because of the general failure of a laissez-faire approach to bring a product to the attention of potential adopters. His overview of change-process advocacy is as follows:

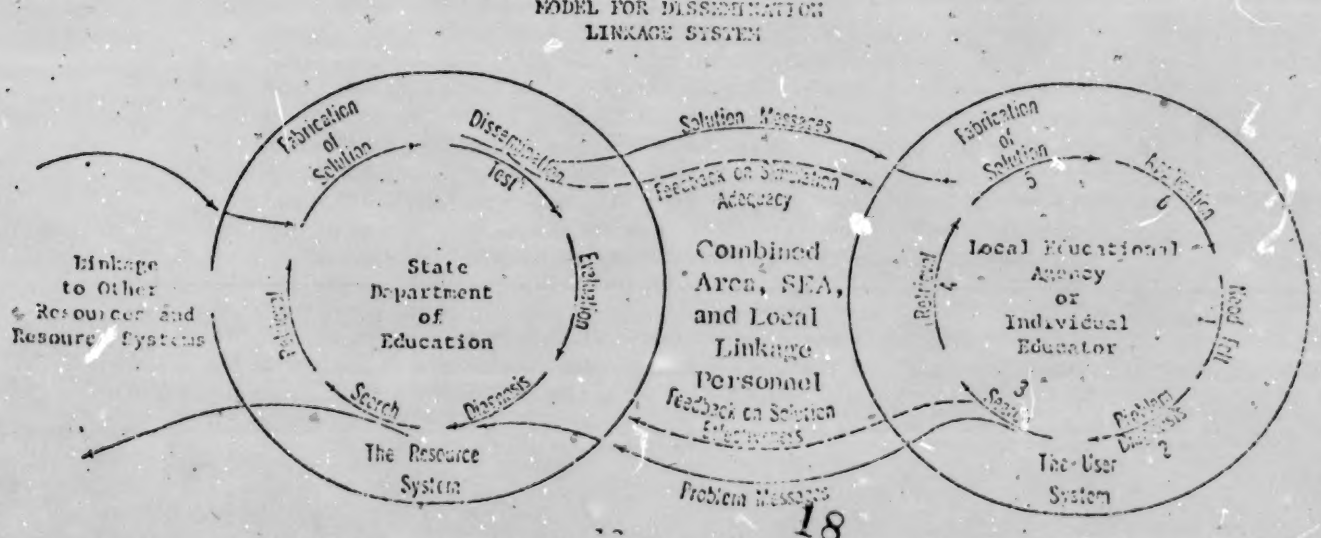
> The newest posture that can be seen in change-oriented agencies is that of change-process advocacy. Instead of advocating particular products, which are certain to disappoint some adopters, the agency advocates a strategy of planning and implementing change. Although the agency favors some alternatives because it has invested in them and tested them, it does not risk its credibility in promoting those alternatives. Rather, by guiding potential adopters through a sequence of activities that include need assessment, capability assessment, exploration of alternatives, trial of selected alternatives, evaluation of the trial, implementation of the chosen alternatives (etc.), the agency secures a fair trial of the alternatives it supports. It brings about change while preserving the voluntaristic character of the choice among alternatives. (Paisley, 1972)

The orientation of the dissemination program developed through the capacity building project generally reflects the change-process advocacy stance. This choice stemmed from both an agreement with Paisley's evaluation of the product-advocacy and laissez-faire approaches and from a conclusion drawn from the attitude change literature that reforms initiated and chosen by the practitioner, in response to a perceived need, will be more effective, more quickly adopted, and more permanent than those imposed from outside sources.

The Paisley construct of change-process advocacy is generally consistent with the linkage model developed by Havelock (1969). Havelock's model places emphasis on the user as a problem solver who must contact the outside resource system and interact with it to obtain information relevant to the solution of his or her problem, a concept easily combined with Paisley's formulation.

An adaptation of the Havelock model (Figure 1.2.1) illustrates the basic components of the dissemination system adopted by the KIDS system.

Figure 1.2.1



The three basic goals for the operation of the project and the KIDS system relate directly to the major elements of the model shown above:

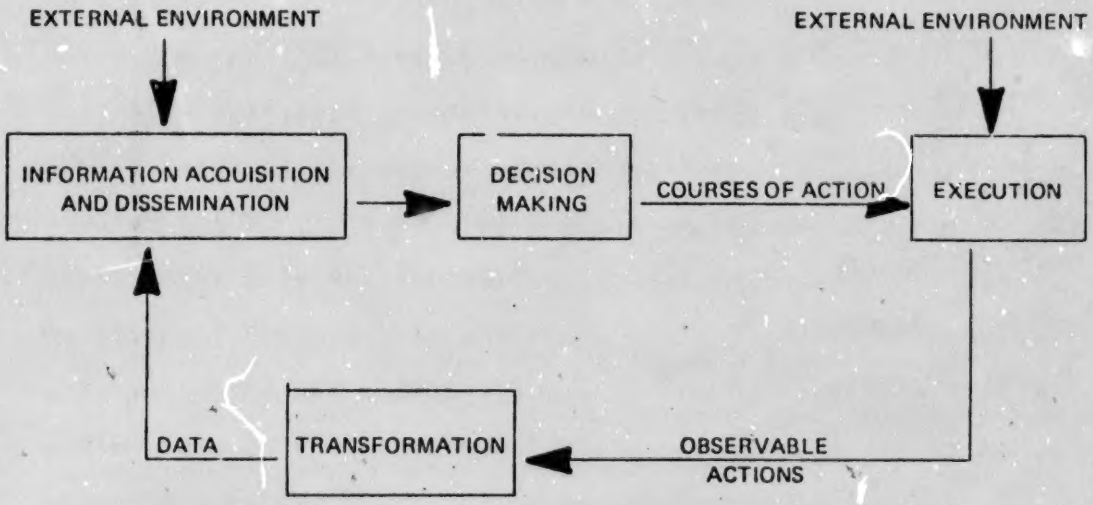
Resource System	Goal 1:	To continue the development of a comprehensive set of resources for use in responding to diverse local needs.
Linkage	Goal 2:	To continue the development of means for linking client groups to the resource base.
Leadership	Goal 3:	To develop a management plan which will facilitate the creation of a unified and efficient dissemination program in the KDE.

In relation to the third goal, the project expanded upon the work conducted by those involved in the administration of information systems. The model which shows the most influence on the program's information management system is the one discussed by Yovits and Ernst (1968).

Administrators of dissemination programs should be concerned with the properties, organization, manipulation, structure, control, and use of information outlined by the diffusion process. They should be concerned with the process existing as an information system so that it can be viewed in terms of design, components, operation, and evaluation. In order to analyze relationships which could be used to generate principles of information flow and transfer, the Yovits and Ernst model was developed (see Figure 1.2.2). Within the context of the model, information is designed as the data of value in decision-making.

FIGURE 1.2.2

YOVITS AND ERNST MODEL



Yovits and Ernst describe the process of the model as follows:

> The system is comprised of four essential functions. There is an Information Acquisition and Dissemination function (IAD), a Decision-Making function (DM), an Execution function (E), and a Transformation function (T) . . .
>
> The DM function represents any system component accepting an input from the IAD, and providing an output to E. The DM may be an individual person, an organization, a man-machine system, or simply a machine system. In all of these cases, the DM transforms information into courses of action which are in turn transformed into observable actions. The input to the DM is information, some of which may be stored or held in memory. The DM makes decisions on the basis of the information available at some particular time. However, it is assumed that decisions are always made individually, serially, sequentially, or in parallel. Of course, the decision-making process may be delayed.

> This is usually the case when more information is necessary. By and large, however, the decision-maker is responsible for the generation of observable actions and will eventually make decisions that will lead to these actions . . .
>
> A very significant point concerns the closing of the feedback loop to the DM. In any system this loop must be closed to provide a basis for retaining or altering the courses of action disseminated and it is only on this basis of closure that the DM is able to refine or alter decisions intelligently. Such feedback is always present whether or not it is explicitly considered (Taylor and Magisos, 1971, page 6).

With this approach one sees developed a model of the conceptual flow of information from the point of acquisition through the activities of storing, retrieving, disseminating, decision-making, converting decision into observable actions through the execution function, and measuring these actions which provides a means of collecting data that are transformation of the observable actions. These data are disseminated to the decision-maker for refinement or alteration of decisions.

The Yovits and Ernst model has previously been used with success in a dissemination management framework (Sims, 1976).

1.3. Description of Program Status Prior to Project Completion

While a public information program had been in place for some time in the Kentucky State Department of Education, efforts to establish a general dissemination program for professional/technical information were not initiated until late in 1973. At this time, the Office of Planning, Research, Evaluation and Dissemination was created following the recommendations of a

management review conducted cooperatively by the Department and the U.S. Office of Education. The Division of Dissemination was one of four divisions in the Office.

The Division was not fully staffed until April, 1974, due to a series of delays following the retirement of its original director. At that time, personnel included a director, one full-time retrieval specialist, and a secretary (Wood, 1976).

Outside of the Office, dissemination activities were also carried out by the Bureau of Vocational Education's Resources Development Unit and the Bureau of Instruction's Statewide Facilitator Project. In addition, printed and visual resources were collected and made available to educators in the Commonwealth through the Department's Resource Center, the Curriculum Laboratory in the Bureau of Instruction, and the Bureau of Vocational Education's Resource Center and Curriculum Development Center.

Figure 1.3.1 of Appendix A represents the Information Component within the Department prior to project funding.

In 1975 the Division of Dissemination submitted the State Dissemination Capacity Building grant request to the National Institute of Education for the development of a program which would build a generalized dissemination capacity in the Department of Education. The purpose of the grant was to create a structure for coordinating the above mentioned portions of a Department-wide program and create a system for linking knowledge producers (the Department) and its grantees to the knowledge users (local school districts

and vocational schools and centers). At that time, Kentucky was served by the Educational Development Regions and it was believed that the Regional Offices would make excellent outreach points for linkage.

The Regional Offices were generally staffed by a Director, Assistant Director, Administrative Assistant, Secretary, and by July, 1975, a Curriculum Specialist in a field designated, after a needs assessment, as a priority area for program development. In several regions, the Vocational Education Regional Staff and Field Supervisors for Guidance and Special Education were also part of the Regional Office. The Capacity Building Grant allowed for the placement of a full-time or part-time linkage agent in every Regional Office.

During this period there were two applicable statements of Departmental objectives for dissemination activities. The first of these was found in Executive Order 72-462 which established the Division of Dissemination in May 1972:

> Division of Dissemination, which shall be generally responsible for establishing liaison with all agencies, institutions, and organizations concerned with the development of new methods and techniques in the administration and conduct of educational programs and services; and for the dissemination of educational information, developed or compiled by the Office of Planning and Research, which can be utilized by local school systems, educational institutions, and related state agencies for the evaluation of existing educational programs and for the planning and development of future educational programs.

The second statement is drawn from a position paper on dissemination adopted by the State Department of Education Cabinet

in July of 1974. Objectives for dissemination activities outlined in this paper include the following:

(1) To create an awareness of and interest in new programs, practices, and materials among teachers and administrators in elementary, secondary and vocational education.

(2) To develop a program of information services and inservice experiences which will lead to improved decision-making in education.

(3) To faciliate the trial and adoption or adaption of promising practices or programs.

(4) To create an additional channel for dialogue on current educational problems and practices between the local district and the state education agency. (Wood, 1976)

This program was initiated upon receipt of the grant request July 1, 1975 and began its first full operational year July 1, 1976. However, beginning with FY 76, due to budgetary considerations, the Educational Development Regions were discontinued.

With the loss of Regional program support, the number of field agents fell from 17 full and part-time to 3 full-time. Program viability was sustained through the identification of over 180 local school district personnel who volunteered to act as Local Dissemination Representatives. It was hoped that these individuals could be used to replace the linkage system which was eliminated with the loss of the Educational Development Regions.

Throughout this period specialized dissemination programs were being developed or expanded. The Vocational Education program, in particular, was strengthened and the Division of Publications moved further into the dissemination area. Only

the Facilitator Project no longer continued to operate due to loss of Federal funds.

In FY 1976, with the continued funding of the Kentucky Capacity Building Project, the Division of Dissemination was able to expand its program base and had as its focus two major goals: (1) To develop a comprehensive set of resources for use in responding to diverse local needs, and (2) To develop a means of linking client groups to the resource base.

These goals were successfully met even though modification of program objectives was necessitated by SEA reorganization efforts.

In FY 1977, with continuation of the Dissemination Capacity Building Project into the second full year, the State Department made efforts to increase the program operation of the dissemination function. The Office of Special Programs and Services was established to coordinate programs across Bureau lines that were relevant to all Bureaus. The Division of Dissemination was abolished and two new units established, the Unit for Dissemination Services and the Unit for Information Retrieval Services. Establishment of these two units, as well as the establishment of a Departmental Coordinating Council, indicated the importance placed upon the Dissemination component by the leadership of the State Department.

In addition to this merger of task, other efforts were made to functionalize the dissemination program. The Facilitator Project, now called the National Diffusion Network, was refunded and placed within the Office of Special Programs and Services.

In addition to increased functionalization of linkage, the management of the resource base was improved through a Departmental reorganization which consolidated the activities of the State Department's Materials Center and the Bureau of Instruction's Curriculum Laboratory into the Division of Program Development. Continuing the Department's trend toward strengthening and increasing services to LEAs, and based upon continued evaluation of the dissemination function, a new office was established in 1977 to include these activities.

The Office of Communication Services included four operational areas*: a Division of Publication Services; a Materials Center; a Unit for Information Retrieval Services; and a Unit for Dissemination. The Unit for Dissemination included the same fucntions as the Unit prior to the reorganization without computerized data base retrieval responsibilities which were to lie with the Unit for Information Retrieval.

The reorganization was a valuable move toward increasing the total effectiveness of the Department's communication program in that four related programs were now administered by the same Office (the Unit for Dissemination, the Information Retrieval Unit, the Materials Center and the Division of Publications); however, no collaborative structure existed for the coordination of the specialized dissemination services (the National Diffusion Network Program and Title IV Dissemination Coordinator in the

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* This Office originally contained a fifth division, the Division of Duplication Services, which was removed and made part of a State Government wide printing department in October of 1977.

Office of Research and Planning, the Title I effort and Curriculum Lab in the Bureau of Instruction, the dissemination function in the Bureau for Exceptional Children maintained by the Program Coordinator, and the dissemination function in the Bureau of Vocational Education maintained by the Research Coordinating Unit.)

This situation was assisted in 1979, with the relocation of the State National Diffusion Network (NDN) Program within the Office of Communication Services, the movement of the Title IV program to the Bureau of Instruction, and the adoption of a Department-wide plan for the coordination of dissemination activities.

Structural elements of the Department's dissemination effort, as of February 1, 1979, are described in Figure 1.3.2 of Appendix A.

There would seem to be at least three current trends toward administration of dissemination within the Department:

1. There has been growing interest in dissemination activities and awareness of their importance to the entire Department.*
2. Over a period of a few years there has been a trend toward coordination of the function.
3. With each coordinative step, services have increased Department-wide.

---

* This is exemplified by the fact that expansion of the Dissemination Program was suggested by the Governor's Task Force on Education.

1.4. Description of the Administrative Structure

Continuing the Department's trend toward strengthening and increasing services to LEAs, and based upon continued evaluation of the dissemination function, as was noted above a new Office was established in FY 1978 to include these activities.

The Office of Communication Services (OCS) is administered by an Office Head who holds Assistant Superintendent rank and is a member of the Superintendent's Cabinet. This Office Head has served as Director of the Kentucky Capacity Building Project.

The Office of Communication Services includes four comprehensive operational areas: a Division of Publication Services; a Materials Center; a State Facilitator Unit; a Unit for Dissemination; and an Information Retrieval Unit. The Materials Center, State Facilitator Unit, Information Retrieval Unit, and Unit for Dissemination comprise the Kentucky Information Dissemination Service system. The system is managed by the Unit for Dissemination.

The Division of Publications is responsible for: the layout, design and packaging of all Departmental publications; publication of a 16 page monthly tabloid, Ed News, which is sent to every teacher and administrator in Kentucky (readership of 40,000) and features innovative curriculum programs from classrooms in Kentucky and across the nation; a weekly radio program, "Education Speaks", and a weekly television program, "New Shapes: Education", which deal with new aspects

of education and which are broadcast on commercial radio and television stations throughout the state.

The State Department of Education had a Library and Resource Center in the Bureau of Instruction. With the creation of the OCS the Center and Library have been merged as a Materials Center and moved to the OCS in order to better serve all five Bureaus and be closer to the dissemination function. The Materials Center is primarily responsible for providing essential information resources to the leadership staff of the Department and to local school districts. In addition to this primary purpose the Center plays a vital role in the KIDS system. The Center serves school personnel and the general public, both within and without the state, by providing information on the educational programs of Kentucky schools. The Center also administers the Kentucky Department of Education archives which houses the historical documents of the Department from 1810 to the present.

All documents in the Center have been classified according to the Dewey Decimal System of Classification and catalogued according to the standards of the American Library Association. The Center currently has within its holdings over 6,400 volumes, 93 regular journals, over 50 newsletters, over 35 association publications, 17 newspapers, over 72 films for loan, 204 media kits, 500 tapes, over 2,400 curriculum guides, and a complete set of ERIC and AIM/ARM indices and microfiche documents. The Center also loans audio-visual equipment such as 16 mm projectors, slide projectors, tape recorders, overhead projectors,

record players, opaque projectors, and video tape equipment.

Special services provided by the Materials Center staff for educators include abstracts of magazine articles, literature searches, preparation of bibliographies, and a current awareness service.

Both the Bureau of Instruction's Curriculum Laboratory and the Bureau of Vocational Education's resource collection are housed with the Materials Center.

The Information Retrieval Unit is a service oriented information system operating within the Office of Communication Services. The Unit provides Kentucky educators with computerized access to over 100 information data bases through the Lockheed Corporation's DIALOG system. The Unit also provides for the upkeep of the Department's ERIC microfiche file and duplication and distribution of the microfiche.

Full texts of documents receovered by the system are provided free to users in the form of paper copy or microfiche duplicates. Materials are also retrieved from the State Department of Education Materials Center, the State Library, the Bureau of Instruction's Curriculum Laboratory, and the Bureau of Vocational Education's Resource Room. All bureaus of the Kentucky Department of Education are used as referral services and other state government agencies (e.g. the Department of Human Resources and the Legislative Research Commission) are used for research documentation and referral. The Unit also utilizes the State Library INFO-KY system to retrieve articles from the Louisville Courier Journal and Times clipping library. The Unit enhances its recovery of

journal articles by using Blazer Library at Kentucky State University and the Education Library and the Medical Center Library at the University of Kentucky.

A survey of microfiche readers and reader-printers has been conducted every four years since 1974. The survey includes elementary and secondary schools, vocational schools, and colleges and universities in the State. Copies of this survey are also made available to librarians in each school district.

The Information Retrieval Unit acts as a central receiving agent for all searches and referrals. The Unit is housed adjacent to the Materials Center and the Curriculum Laboratory and works closely with these units to provide comprehensive searches. Information acquisition, information storage, and information retrieval are the major responsibilities of this Unit. Through these activities the Unit prepares a monthly set of mini-resource lists as a selective dissemination activity. Four mini-list topics are prepared for each distribution; one topic of interest to teachers, one topic of interest to central office staff, one topic of interest to counselors, and one topic of interest to principals.

The State Facilitator Unit is responsible for the operation of the Kentucky National Diffusion Network (NDN) State Facilitator Project. This project functions as a link between local educational agencies and schools in Kentucky and the Developer-Demonstration projects which have been approved by the Joint Dissemination Review Panel (JDRP). The State Facilitator also serves as a resource base connected to the

Materials Center and Information Retrieval Unit relative to JDRP approved programs, and offers program services through the Unit for Dissemination's school communication linkage network.

The Unit for Dissemination is responsible for the Department's internal and external dissemination linkage network as well as overall planning for the Kentucky Information Dissemination Service (KIDS). As a part of the KIDS system the Unit includes three Area Dissemination Coordinators (ADCs) whose basic responsibilities include activation and inservice of local linkage teams, the coordination of the flow of educational program and practice related information to the linkage teams, the provision of supporting information and activities when necessary, and the encouragement and support of the use of successful educational innovations in the state. Additionally the ADCs have secondary individual responsibilities in the areas of educational product marketing, linkage training services, and client identification and assessment.

These Coordinators work directly with Local Linkage Teams made up of: the local dissemination representative (selected by the local school superintendent); the school building contacts (usually the school librarian); and, when applicable, the federal program coordinator or similar staff person. The Coordinator works with this team, and other interested local staff, to meet their program information needs, to create awareness of new practices, to identify potential change agents, and to encourage an openness for change.

The Local Dissemination Representative has much the same responsibilities on the local level as the Area Coordinator has for the region. Additionally, the Local Linkage Team has the responsibility of identifying educational innovations which are developed on the local level and passing the information on to the Unit for communication to other Linkage Teams.

A service analysis of the programs operated within the Office of Communication Services is included in Appendix A as Figure 1.4.1.

1.5. Components of the Framework

1.5.1 Statement of SEA Objectives for Dissemination Activities

By transferring the Units for Dissemination, Information Retrieval Services, State Facilitator and Materials Center to the Office of Communication Services, the Kentucky Department of Education reinforced its commitment to dissemination as being an important and integral function of the agency. This commitment will help to unify and consolidate in a rational, organizational framework those units within the Department carrying out similar or overlapping functions.

The statements of SEA objectives for dissemination submitted in the FY 1976 project proposal are still valid. The first of these is found in Executive Order 72-462 which established the Division of Dissemination in May 1972:

> Division of Dissemination, which shall be generally responsible for establishing liaison with all agencies, institutions, and organizations concerned with the development of new methods and techniques in the administration and conduct of educational programs and services; and for the dissemination of educational information, developed or compiled by the Office of Research and Planning, which can be utilized by local school systems, educational institutions, and related

state agencies for the evaluation of existing educational programs and for the planning and development of future educational programs.

The second statement is drawn from a position paper on dissemination adopted by the State Department of Education Cabinet in July of 1974. Objectives for dissemination activities outlined in this paper include the following:

(1) To create an awareness of and interest in new programs, practices, and materials among teachers and administrators in elementary, secondary, and vocational education.

(2) To develop a program of information services and inservice experiences which will lead to improved decision-making in education.

(3) To facilitate the trial and adoption or adaption of promising practices or programs.

(4) To create an additional channel for dialogue on current educational problems and practices between the local district and the state education agency.

The commitment has most recently been supported by Executive Order 77-619 which states:

> "The Office of Communication Services shall consist of the office head and the assistant office head, who shall be major assistants to the Superintendent of Public Instruction; the Division of Publications; the Materials Center; Duplicating Services; and the Unit for Dissemination.
>
> The purpose of this office shall be the administration and operation of a program of services required for the publication of information; production, storage, and retention of materials; the dissemination of data; and printing services required by the Department of Education to meet internal needs and to better serve the needs of other states and federal agencies, local school districts, and the general public."

1.5.2 Linkage Component

No linkage system existed prior to the receipt of National Institute of Education funding. The current linkage mechanism involves the use of three full-time linkage agents, or Area Dissemination Coordinators as they are called, as well as Local Dissemination Representatives. The Area Dissemination Coordinators are responsible for training, motivating, and maintaining communication with the Local Dissemination Representatives in approximately 180 local school districts and 30 local education agencies.

For district-wide problems, coordinators also are to perform the full-range of linkage functions as described by Sieber (1972) in The Use of Educational Knowledge, including:

--Stimulating Demand for the services of the Dissemination Program aiding clients in clarifying problems and helping to set educational goals.

--Screening and abstracting information sent from the retrieval center for relevance and interest to the client.

--Delivering information from the retrieval system to the client.

--Posing Alternative Solutions to the problem from which the client may choose or adapt.

--Helping with "field trials" of innovations.

--Assisting clients in efforts to evaluate innovations resulting from the project.

--Setting up or conducting "self-renewal" activities for school staffs to aid them in developing innovations, keeping up-to-date, etc.

--Feeding-back results of program trials, client needs, identified innovative practices, evaluation data, etc. (Adapted from Sieber, The Use of Educational Knowledge)

In this regard the Area Dissemination Coordinators can be said to be involved in all of the various aspects of Dissemination as delineated in the Statement of Agreement by Professionals in the Field of Educational Dissemination at the June 1977 Dissemination Forum (1977).

Coordinators are not generally expected to work directly with classroom teachers or building administrators although they may do so in special cases. They are, however, responsible for the formal telephone or visit follow-up of each request submitted from their area which includes the service evaluation. In instances in which follow-up reveals that additional assistance is needed or desirable in the examination of alternatives or program trial and evaluation, the individual requester is to be referred to his Local Dissemination Representative or to the appropriate State Department Curriculum Consultant. The Area Dissemination Coordinator is also responsible for working with the Local Dissemination Representative to establish Building Representatives in each school in the district.

Stimulating demand for, and utilization of, information and responding to referrals are the primary duties of Local Dissemination Representatives. Since 70 percent of the representatives identified, however, are supervisors, assistant superintendents, or superintendents, (See Table 1.5.1) representatives are involved both in district wide planning and instructional support in a meaningful way. Thus many of the additional linkage functions are performed both because of the normal duties and by virtue of the additional training

experiences provided.

1.5.3 The Resource Component

An important aspect of any program to improve the use of educational knowledge is the resource component. As noted in Section 1.3 the Kentucky State Department of Education had a Library and Resource Center in its Bureau of Instruction for some time. These components were merged in 1978 to form a Materials Center with increased holdings and improved coordination.

The Materials Center and the Information Retrieval Unit are responsible for the information component of the program including the Lockheed (DIALOG) data base search service which has been an ongoing part of the Department's dissemination program.

The Center and Information Retrieval have the responsibilities of information acquisition, information storage, and information retrieval, as they are described by Sims (1976).

In this regard the Materials Center and Information Retrieval Unit can be said to be vitally involved in all of the various aspects of dissemination aswere outlined in the project proposal.

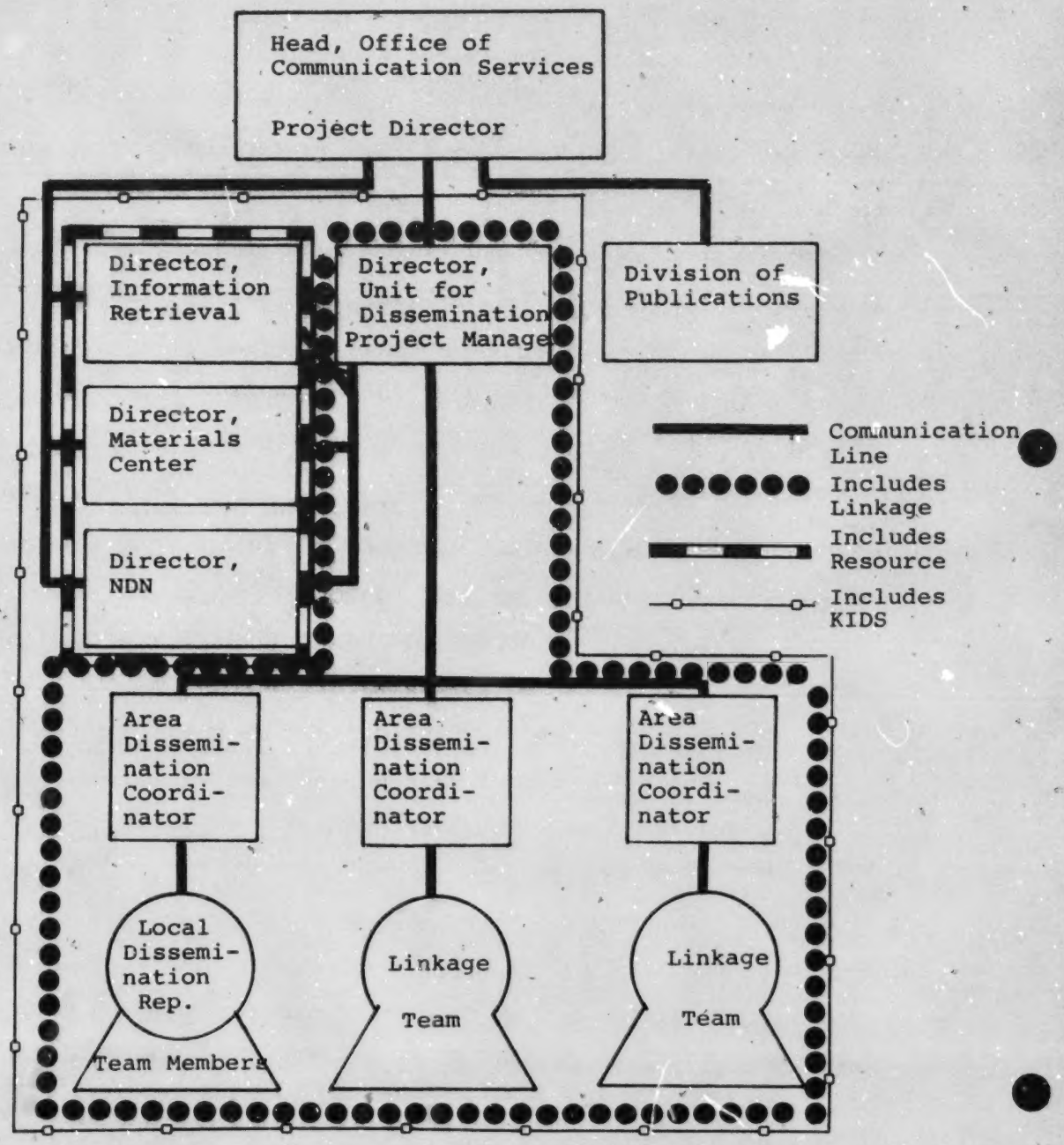
1.5.4 Project Structure During the Third Project Year

The chart for the project structure is on the following page.

Further discussion of the linkage system and information component is provided both in the following section dealing

CHART 1.5.3

PROJECT STRUCTURE DURING
THIRD PROJECT YEAR



with third year operational objectives and completed activities.

1.5.5 Operational Objectives for the Third Project Year

Consistent with the general state objectives for dissemination activities and with the operational objectives of the FY 1976 Kentucky Capacity Building Project, the basic purpose of the third year grant was to solidify and institutionalize gains made during the preceding two years and to further expand the agency's efforts toward supporting the improvement of educational practice in areas of identified need.

The project expansion was built on mechanisms already in place for assessing educational needs in the state, including:

(a) The Kentucky Educational Assessment Program (KEAP) which tests student achievement on a sample basis in the basic skill areas, attitude development, and career development. Results are utilized at the state, and local levels to indicate the existence of educational needs requiring program revision or development.

(b) A service through which, upon request of a local school district, a team from the Bureau of Instruction in the Department will visit a school system to make an in-depth review of its instructional program. Based upon the visit and written materials provided, the team will then make recommendations for program improvement.

(c) A yearly summary of high request areas taken from Project records.

(d) Local district internal planning efforts.

(e) Efforts of the Department's Unit for Evaluation.

(f) Local professional development plans submitted to the Unit for Staff Development by local school districts.

(g) Efforts of the Regional Dissemination Advisory Council and State Dissemination Advisory Council.

As in the start-up year, the dissemination program was intended to further the impact of the various needs assessment efforts by:

(1) encouraging local districts to respond to needs identified through program improvement;

(2) encouraging the use of information for problem-solving;

(3) aiding districts in identifying successful programs or practices which are potentially useful in solution of a given problem;

(4) facilitating the in-depth exploration of alternatives; and

(5) selecting and testing a particular alternative.

It was also intended to provide mechanisms for effectively responding to the perceived needs of individual educators and to provide feedback to state and federal education agencies, and to the research and development community, on the nature of the local problems identified.

The mechanisms for achieving these basic purposes were established through accomplishment of the following operational goals and objectives:

Goal 1: To continue development of a comprehensive set of resources for use in responding to diverse local needs.

Objective 1.1 To continue operation of the request service including on-line computer retrieval of the Lockheed Corporation data bases through the third project year.

Need Addressed:

As a result of the on-line retrieval capability, the Project would be able to respond more quickly and comprehensively to educator needs. While not the only resources being employed, the 100 Lockheed data bases would remain primary ones.

Objective 1.2 To further up-date current materials holdings within the Department of Education by purchase of additional curriculum material.

Need Addressed:

When all materials available in the Department were reviewed, one important area remained inadequate. In spite of additions in the previous project year, curriculum material resources were extremely limited. This was especially true when one considered: (1) the continuing program revision process resulting from Departmental planning and evaluation efforts which served to increase demand for alternatives to current curriculums; (2) the number of requests during the past project

years which involved curriculum materials (approximately 50 percent of all those received by the Unit for Information Retrieval and an additional 1,500 curriculum guides sent out by the Curriculum Laboratory); (3) the establishment of new program mandates within the Commonwealth in such areas as Consumer Education, Competency Based Basic Skills Instruction, Metric Education, Character Education, and Career Education.

Objective 1.3 To continue the survey and analysis of information sources available to educators, and determine and finalize plans for integrating their sources with those of the Materials Center.

Need Addressed:

As was demonstrated by the survey of State Government Agencies conducted during FY 1976, a tremendous number of resources and services were quite readily available if one knew that they existed. Similar surveys of major business and industry, social and local governmental agencies, universities and others needed to be conducted if KDE was to further expand the referral capacity of the Department's Material Center. Through such referrals, educators were able to obtain the information and materials most germane to their needs in an efficient "one-stop" contact with a familiar source, the Department's Office of Communication Services. One Office staff member, supported on State funds, was to be assigned this task during FY 1978.

Objective 1.4 To update the promising programs and practices file to provide a current reference to outstanding

Kentucky educational programs.

Need Addressed:

As indicated in Kentucky's first and second year proposals, a number of outstanding programs and practices had been developed in Kentucky schools and were identified during the first two years. This was done on the premise that the most effective use of the development monies expended for these programs could be obtained through use of the ideas, materials, administrative strategies, or techniques developed in the program by other schools or school systems with similar problems. Since mechanisms facilitating this use were not in place for programs developed through any funding source other than Title IV of E.S.E.A., it seemed imperative that SEA efforts in this area be maintained and kept current for use by the state's educators. When translated into program summaries for dissemination, the results also aided those administrative units whose Federal program requirements include dissemination of model, exemplary or demonstration programs. While it might be possible for these units to meet their requirements unilaterally, such a limited approach was not seen as being as efficient or effective as a combined effort which allows a client to identify all programs available for visitation or review through a single source. This portion of the program allowed immediate referral of an LEA requester to a location where an outstanding program in their area of concern had been identified.

<u>Goal 2: To further develop, expand, and refine the existing mechanism linking client groups to the resource base</u>.

Objective 2.1 To continue development of the system of interpersonal linkage involving three full-time Area Dissemination Coordinators, local district representatives, school librarians, and building contacts.

Need Addressed:

As noted earlier, revision of the linkage mechanism was required in mid-project due to Departmental reorganization during 1976. The fourth quarter of FY 1976 was spent almost entirely in redesigning and implementing the new approach. The system developed provided a core of personnel in the state's local education agencies who were actively involved in the dissemination program.

If the efforts of the local district representatives were to be meaningful in promoting and sustaining educational change or improvement, however, they needed to receive training beyond the awareness and negotiation training provided in the workshops held during 1976 and 1977.

Additionally, there was a need for further training for the Area Dissemination Coordinators and curriculum consultants and firm development of their role definitions. (During the three-month transition period, of the first project year, coordinators served in a variety of capacities, including those of linkage agents involved with teachers, curriculum consultants. in their fields of specialization, and dissemination coordinators. In the subsequent project year, their combined linking, coordinating, training roles were more fully assumed and developed).

During the 1978 project year, activities of the area coordinators were expanded and shifted from the reactive mode to a more proactive mode.

Objective 2.2 To expand the linkage element through training of Departmental Curriculum Consultants as change agents.

Need Addressed:

While the local dissemination representative approach to linkage provided immediate access into local districts, it lacked two major advantages:

(1) outside objectivity in examining the district's current program and selecting alternatives, and

(2) real control of personnel by the SEA.

While Kentucky was not proposing, as many states have done, to transform its curriculum consultants into generalists, it was proposing to develop in those consultants a set of skills useful in the general area of promoting, planning, implementing, and sustaining educational change.

Development of such skills would allow consultants to function more effectively in their program-related duties at the same time that they become able to serve in a process consultant role in any change project.

During the 1977 project year a special two day workshop on change was held as an awareness and inservice program for the Department's curriculum consultants. Work was also done with individual consultants. The Unit for Dissemination, for example, worked with the science consultant to develop a

program for the dissemination of special science education curriculums which was presented to the National Science Foundation for funding.

Objective 2.3 To continue and expand the program of selective dissemination of information, publication, seminars, and other media presentation designed to increase the awareness of new programs and practices among client groups.

Need Addressed:

This activity was originally designed to encourage educators to use resources other than the professional journals shown in a variety of surveys to be the most popular and in most cases their sole source of professional information. The analysis of the literature and a needs study conducted in the state strongly indicated that a portion of the task for creating an effective linkage system in the state would involve client education and interest stimulation.

While an encouraging increase in request levels had taken place during the first two funding periods, the percentage of the educators in the state who were now active users of the system was still relatively small. The outreach activities addressed in Objective 2.3 were designed to assist in education and awareness-development.

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.1 To continue the Departmental Dissemination Coordinating Council which is charged with the responsibility for developing and implementing a coordinated dissemination program in the Kentucky Department of Education.

Need Addressed:

One of the recommendations made by the Interstate Project on Dissemination, after its extensive examination of dissemination as a function of SEA's, was that "state education agencies recognize dissemination as a major function and move toward development of a coordinated integrated system within each agency." A similar recommendation was made by the nation's Chief State School Officers when they adopted their current resolution on dissemination.

The reasons behind these and other similar recommendations are quite clear when the dissemination requirements relating to the Kentucky State Department of Education are examined. The Department must respond to at least thirty dissemination requirements found in the federal education legislation for program regulations for programs it administers. See Table 1.5.5 for programs involved.

In addition, such state legislation as career education, consumer education, and competency based testing, required that this function be carried out.

Requirements range from publication of evaluation results to development of strategies to encourage adoption or adaption of outstanding programs.

Fragmentation within the State Department of Education had been reduced by placing the dissemination function within the Office of Communication Services. As indicated by Table 1.5.5 however, more coordination seemed to be necessary. Such a separation of common, similar and in some cases identical functions can only create waste of monetary and human resources through overlap, duplication and uncoordinated activity.

Table 1.5.5
Federal Legislation Containing Dissemination Requirements FY 78

Program	Number of Requirements
ESEA Title I	3
Title IV	6
NDEA Title X	1
Vocational Education Act	4
Special Projects Act (Title IV)	6
Alcohol and Drug Abuse	2
National Reading Improvement (Title IV)	2
Education of the Handicapped	6

Objective 3.2 To continue the improvement of communication between linkage, retrieval, and administrative segments of the project.

Need Addressed:

Since Departmental dissemination personnel differ both in activities and location, normal communication designed for a

small group of this size had proven somewhat ineffective. Additional opportunities and communication mechanisms were required for smoother functioning the second project year.

Objective 3.3 To establish and institutionalize three Regional Dissemination Advisory Councils and a State Dissemination Advisory Council whose membership is made up of Local Dissemination Representatives.

Objective 3.4 To continue development and revision of administrative procedures for the project including further form development, routing and notification procedures, financial accounting, etc.

Objective 3.5 To conduct activities necessary to publicize and promote use of the information request service and the auxiliary linkage services and to provide orientation materials and information for visitors from other state education agencies.

1.6 Procedures and Rationale

Specific objectives and activities conducted to meet the three program goals and the rationale behind their selection are outlined in the remainder of this section. Each goal is first considered separately and then interactions between goals are discussed.

Goal 1: To continue development of a comprehensive set of resources for use in responding to diverse local needs.

Objective 1.1 To continue operation of on-line computer retrieval of the Lockheed Corporation data bases through the third project year.

General Approach:

Since approximately 90 percent of all requests received by the KIDS system which could not be answered by departmentally produced materials were handled through computer retrieval, and since it is both faster than other retrieval methods and offers more savings in personnel expense, it was felt that continuation of this form of retrieval was important.

Requests were transmitted directly to the Information Retrieval Unit by individual requesters, local representatives, or the area coordinators. Requests were analyzed to determine those sources which were relevant and filled in the appropriate manner whether that be through computerized data base retrieval, or the Materials Centers collection of books, periodicals, or published curriculum materials. Referral was also made to other centers, individuals, or sources which could be of use to a client.

Materials from Lockheed were returned to the department for review and, where possible, synthesis and then generally sent directly to the requester.

Copies of the request form were sent to the appropriate Area Dissemination Coordinator, appropriate curriculum consultant, and the local district representative, then filed in the Materials Center for evaluation purposes and immediate retrieval.

Activities

1.1.1 Review and revision, if appropriate, of necessary request, transmission and evaluation forms.

1.1.2 Distribution of additional forms to local district representatives.

1.1.3 Continued filling of requests including microfiche and paper copy reproduction of ERIC documents.

1.1.4 Mid-year examination of procedures by staff and district representatives advisory councils.

Objective 1.2 To further update current materials holdings within the Department of Education by purchase of additional curriculum materials.

General Approach:

As noted in Section 1.5, the high incidence of requests for curriculum materials and the relatively small collection then at the disposal of the Department indicated a need for additional curriculum related resources. As a result a small amount of project funds were intended to be used to further increase the Material Center's holdings in this area. Since it was not possible to purchase all requested materials, selection was to be made from the lists submitted in 1976 by the various bureaus with program development functions.

Activities

1.2.1 Review of materials submitted by bureaus.

1.2.2 Selection by project staff and materials center personnel of those to be purchased.

1.2.3 Requisitioning of materials

1.2.4. Placement of materials in the Department Materials Center.

Objective 1.3 To conduct an indepth survey of information sources available to educators and an analysis of the most appropriate means of integrating their services with those of the Materials Center.

General Approach:

A survey of program consultants in the Bureau of Instruction, Bureau of Education for Exceptional Children, Bureau of Vocational Education, National Institute of Education, Regional Dissemination Exchange, and Office of Education personnel was to be made to obtain suggestions of sources where resources were available. Those sources were to then be compiled and supplemented by project staff and each was to be contacted by mail to ascertain the nature and extent of services and their availability to educators. The list was to include business and industry, state universities, social agencies, private foundations, and local and federal governmental agencies among others.

They were then to be classified as to type and subject matter of resources and kept up-dated for use in responding to educator requests through the referral mechanisms developed during the first funding period. This file was expected to greatly enhance the ability of the service to provide relevant in-depth searches of the current information sources, thereby eliminating the sometimes superficial response which does not truly address the question.

Activities

1.3.1 Development of survey instrument for departmental and other personnel

1.3.2 Mailing of instruments.

1.3.3 Compilation of results.

1.3.4 Development of survey instrument for information sources.

1.3.5 Mailing of second survey instrument.

1.3.6 Telephone contact with non-responding agencies.

1.3.7 Compilation, analysis, and indexing of results.

Objective 1.4 To update the promising programs and practices file to provide a current referral to outstanding Kentucky educational programs: The Important People-Important Programs (IPs) file.

General Approach:

In order to maintain the relevancy and currency of the IPs file, a publication briefly describing each program was to be sent to the original mailing list with nomination forms. Copies of the IPs file were to be sent to Area Dissemination Coordinators, Local District Representatives, and Senior High Librarians. The request would be for nomination of new programs and for indication that listed programs had not been discontinued.

Activities

1.4.1 Preparation of "Outstanding Programs" publications.

1.4.2 Revision of nomination form to include more complete data.

1.4.3 Mailing to target groups.

1.4.4 Receipt and review of nominated programs.

1.4.5 Final selection.

1.4.6 Request for curriculum or other program materials sent to identified new programs.

1.4.7 Updating of file.

1.4.8 Printing of new file additions.

1.4.9 Dissemination of file to ADCs and LDRs.

Goal 1 objectives and activities were most appropriately characterized as continuation and expansion of the preceding year's efforts. The basic thrust was toward ongoing development of a responsive, dynamic resource base.

Goal 2: To further develop, expand, and refine the existing mechanism linking client groups to the resource base.

Objective 2.1: To continue development of an interpersonal linkage system involving three full-time Area Dissemination Coordinators, local district representatives, building contacts and school librarians.

General Approach:

As indicated in Virginia Cutter's (NDG) review of the dissemination programs in the state education agencies, there are a variety of "models" in current use. Agencies have chosen, for example, to conduct a dissemination program based on the mass dissemination media alone, to establish information centers which respond to information requests, or to conduct a series of seminars, conferences, or workshops on high-priority programs. Each of these strategies has, in fact, proven useful in dissemination of certain kinds of program information.

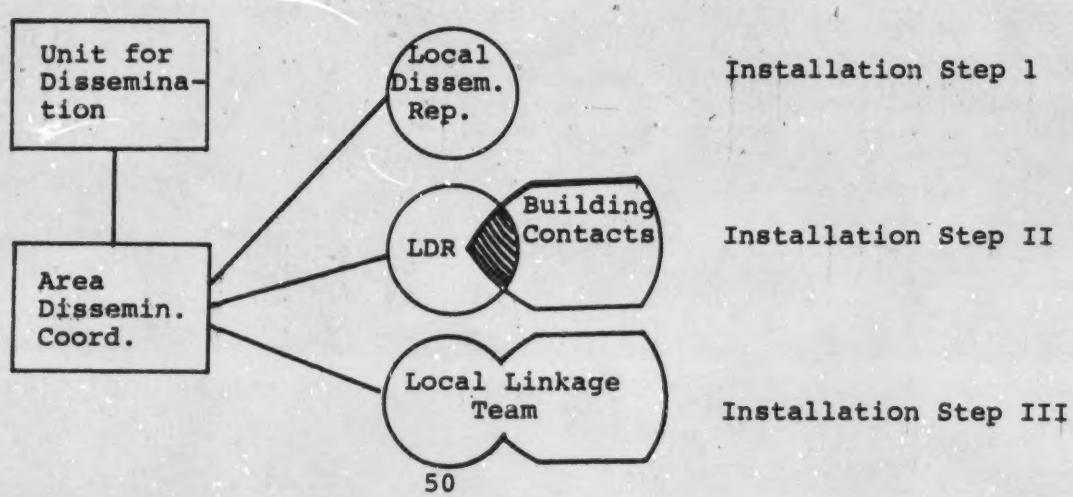
There is, however, a body of research literature and practice which indicates that long-term, interpersonal contacts lead to a greater number of adoptions than do one-way communications. Havelock (1970), for example, concluded from his review of research findings that "individuals seem to be predisposed to accept innovations or new practices as a result of their social interaction with others who use them or who have knowledge about them."

In relation to change agents, studies reported by Rogers (1962) suggest that the "extent of promotional efforts by change agents is directly related to the rate of adoption of an innovation."

Attempts to build upon this potential for influence through inter-personal contact have included the system of agricultural extension agents, mental health consultants, and the educational linking agents established in three states under the Pilot State Dissemination Program.

CHART 1.6.1

Project Linkage Structure



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While employment of fifteen to twenty full time linkage agents was not feasible in Kentucky, it was feasible to develop a multi-level system of linkage which provided a variety of opportunities for "interpersonal contact or influence" and for long-term contact.

The Department proposed in the third year to continue development of an interpersonal linkage system involving four organizational elements:

1) Three full-time Area Dissemination Coordinators
2) One Local District Information Representative in each of Kentucky's 181 school districts
3) Local School Librarians (optional)
4) Building Contacts (optional)

Under this approach, Area Dissemination Coordinators were responsible for training, motivating, and assisting approximately sixty local district representatives in each Area. They were also responsible for working as linkage agents with the 40 to 60 local district offices in their area; and for other administrative duties as assigned.

It was important that training opportunities be provided these individuals on an on-going basis. A major portion of Dissemination Coordinating Council activities were to select and advise upon training activities for the Area Coordinators. The project staff worked with the Unit for Staff Development in the Kentucky Department of Education to insure proper inservice opportunities for the coordinators.

The local district representative was asked to publicize the availability of the service, work with request negotiation,

assist in the identification of needs where possible, work with individual's who were found to need additional assistance in formal follow-up, and identify local contacts in the schools within their districts. They were also asked to attend a minimum of three, one-day training sessions. These were to cover areas of program orientation, orientation to the change process and implementation, and tactical information relative to the role of the Local Representative. Additionally, each Coordinator was to hold at least one area-training session for the representatives. Topics for these sessions were to involve practical application of change theory and linker skill development. It was anticipated that through these sessions and contact with the Area Coordinators approximately 65 percent of the local district representatives would become both competently and actively involved in the program during the funding period.

Approximately 800 librarians had been oriented to the program through a series of regional meetings held during the prior funding periods. Local district representatives who wish to do so could use their librarians as building contacts, and, in fact, many of them did so.

The interaction of these three elements provided a number of advantages in terms of interpersonal linkage. First, it provided a linker for district level activities. Secondly, it provided personal assistance within a requester's district where needed and, through the formal follow-up procedure, an additional "outside" offer of assistance. Thirdly, it provided

ongoing one-to-one support and encouragement to the district representatives which had not been provided in previous district representative trials.

Activities

2.1.1 Area Dissemination Coordinator contact with local district representative.

2.1.2 Area Dissemination Coordinator follow-up of information requests.

2.1.3 Training meetings and programs for Area Coordinators.

2.1.4 In-house training sessions for Area Coordinators and Materials Center personnel.

2.1.5 First local district representative workshop.

2.1.6 Area Coordinators area-training sessions for district representatives.

2.1.7 Travel to workshop or training session for the retrieval specialist and coordinators.

2.1.8 Second local district representative workshop.

2.1.9 Third local district representative workshop.

Objective 2.2 To expand the linkage element through training of Departmental Curriculum Consultants to serve as change agents.

General Approach:

As indicated earlier, there were at least two potential difficulties with the linkage mechanism as outlined in Goal 2, Objective 2.1.

1) An in-house linkage agent may lack outside objectivity in examining the districts current problems or needs.

2) Any real control of personnel by the SEA is lost.

As noted in Objective 2.1, steps were taken to alleviate both of these difficulties. An additional and potentially very effective addendum to the total linkage system was through the provision of change agent training for the department's curriculum consultants. While not an attempt to transform curriculum area specialists into generalists, this was intended to provide them with generalist or process skills in promoting, implementing, evaluating, and sustaining educational change. It was expected that they could then deal more effectively with all levels of the awareness through a series of four one-day, in-house training sessions conducted by a single consultant or consultant team.

Activities

2.2.1 Training Session I

2.2.2 Training Session II

2.2.3 Training Session III

2.2.4 Training Session IV

2.2.5 Follow-Up by Project Director with each of session participants

2.2.6 Evaluation of consultant participation and additional meetings if needed

Objective 2.3 To conduct a program of selective dissemination of information, publication, seminars, and other media presentations to increase the awareness of new programs and practices among client groups.

General Approach:

A major goal of the KIDS system is to stimulate use of new information through whatever means. Although interpersonal

communication is most effective in producing educational change, a group of one-way communications designed to support and increase usage of other parts of the system have proven useful in a number of states.

These activities were designed to address needs identified through Departmental assessment mechanisms and to address topics for which information had frequently been requested.

Selective Dissemination of Information - from the Unit for Dissemination a series of abstracts of major ERIC documents and promising programs were developed in each program area identified as a priority for program development by the Area Local Dissemination Representative Advisory Council. A listing of all personnel interested in documents in each priority area was made by the Area Dissemination Coordinator, and abstract document in each field was mailed to interested clients. Complete document texts were available from the Unit upon request.

Special Reports - in addition to the SDI, a series of four special reports in priority or high request areas were published or provided in visual form. Topics were selected by the Unit for Dissemination in consultation with the Area Dissemination Coordinators and Local District Representatives. Reports were prepared as necessary, by the Area Dissemination Coordinators or state-level staff member, and the Director of the Materials Center or through contact with university, local education agency, or private corporation personnel.

Conferences and Workshops - during the period at least one conference or workshop dealing with an area of regional priority was to be held. Choice of the conference topic(s) and planning for the activity was to be conducted through the Local District Representative Advisory Councils.

Activities

2.3.1 Development of abstract pages for mailings.

2.3.2 Mailings.

2.3.3 Begin filling requests for full document texts.

2.3.4 Identification of topics requiring special reports.

2.3.5 Selection of committees to outline and evaluate each report.

2.3.6 Development of report outline.

2.3.7 Determination of requirements for report developer.

2.3.8 Contractual arrangements for development completed (if required).

2.3.9 Report development completed.

2.3.10 Evaluation of report by committee and revision (if required).

2.3.11 Dissemination of reports to appropriate audiences through mailing and/or special explanation seminars held by regional linkers.

2.3.12 Evaluation by LEA recipients of report usefulness as indicated by a sample telephone survey.

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.1 To continue the Departmental Dissemination Coordinating Council charged with the responsibility

for developing and implementing a coordinated dissemination program in the Kentucky Department of Education.

General Approach:

Prior to the project period the dissemination activities of units conducted in response to federal and state legislative mandates were largely uncoordinated. What is more, the Department accepted as a part of its function in the past the orderly and systematic collection of technical program information which could be used in the efforts to support local education agencies. Organization within the department did not completely lend itself to achievement of this goal since collection occured in many units.

As a result of these factors, a departmental Dissemination Coordinating Council was proposed to be charged with the following functions:

1) Generation of a Department-wide Dissemination Plan. Activities similar in purpose and nature were to be planned together by the parties involved.
2) Recommendation to the superintendent and his deputy for approval or disapproval of dissemination activities, within the limitations of the combined dissemination resources.
3) Advisory Committee status in the operation of all federally funded dissemination projects including the current National Institute of Education grant, the National Diffusion Network, and any other supplementary funded programs. The function is in no way to be construed as an encroachment upon the Council's right to recommend approval or disapproval

of those activities in the planning stage.

Membership on the Council was to include:

1) The Head of the Office of Communication Services (chair)
2) The Director of the Unit for Dissemination
3) A Representative from each of the Department's six Bureaus
4) The Head of the Office of Research and Planning

The Council would be chaired by the Head of the Office of Communication Services or the Head's designated representative. Funding would include the input of state monies and coordinated use of other monies now being allocated to dissemination activities in various program budgets.

Through the activities of the Council, the dissemination activities of the department could be combined into a unified, effective program while leaving individuals involved in dissemination in their respective organizational units. The advantage in this approach is that it allows the dissemination actors to remain in contact with program personnel and their unique program needs while providing organizational and financial unity.

Activities

3.1.1 Notification to new members

3.1.2 Meetings - bi-monthly

3.1.3 Draft of Departmental Dissemination Plan approved by Council for referral to the superintendent for approval or rejection.

3.1.4 Plan implementation through assignments to specific units.

3.1.5 Internal evaluation of effectiveness of the plan and subsequent review and revision.

Objective 3.2 To establish improved communication linkage, retrieval, and administrative segments of the projects.

General Approach:

The primary means of establishing communication among project-related personnel was to be through monthly staff meetings and a bi-monthly newsletter. The Kentucky Department of Education's official newsletter "Leaders Lines" was also to be sent to Local District Representatives. "Leaders Lines" is published weekly for local school administrators. The meetings would be used to share information about each member's problems and activities and to discuss project direction. The newsletter was to contain information about meetings, local district representative activities, project achievements, new ideas, etc.

Activities

3.2.1 Staff Meetings (monthly)

3.2.2 Newsletter Publication

Objective 3.3 To continue development and revision of administrative procedures for the project including further form-development, routine and notification procedures.

General Approach:

Since the project's initiation in July of 1975, forms

and procedures had been developed for processing, filling and following-up requests. During the first month of the third project year, these were re-evaluated in light of organizational changes and efficiency of retrieval and linkage staffs.

Activities

3.3.1 Review of request through follow-up procedures.

3.3.2 Revision of procedures and notification of all project-related personnel of the total process as revised.

3.3.3 Duplication of necessary forms.

Objective 3.4 To conduct activities necessary to publicize and promote use of the information request service and to provide orientation materials and information for visitors from other state education agencies.

General Approach:

During the third project year, the project brochure and posters we revised and reprinted. These were then distributed to local district representatives for use with their district's personnel. In addition, meetings for local district librarians were to be held in the five geographical regions where they were not conducted during the first project year.

A slide tape program and project description packet, which would explain the program and its activities to field personnel, was to be developed for use in workshops and for visitation with other CBG project personnel.

Activities

3.4.1 Revision of Brochure

3.4.2 Revision of Posters

3.4.3 Distribution of Brochures and Posters

3.4.4 Development of Slide-Tape

3.4.5 Development of project-description brochures

Due to the funding levels authorized for this project, two of the above discussed objectives (1.2 and 1.3) were deleted entirely in negotiation with the Institute and state funds set aside for these activities were moved to continue such objectives as 3.1 and 2.2.

These objectives will be reviewed in terms of results and benefits in Section 2.0.

2.0. RESULTS AND BENEFITS

2.1: Expected Results*

The program outlined through the objectives and activities presented in sections 1.5.5 and 1.6 was designed to develop a process which would serve to accelerate the improvement of educational practice in areas of identified need. Clients served by the program included local and state level administrators, teacher educators, educational R&D personnel, and teachers in elementary, secondary and vocational education.

The system was structured to aid clients in reviewing needs, determining alternative solutions through review of current resources, evaluating solutions, and selecting an alternative for trial. It was to encourage trial and adoption of potentially effective solutions through personal influence and other nonmonetary incentives.

The system during the project period was funded through combination of state and federal monies. State funds to provide: (1) all resource center staff; (2) a continuing allotment for resources, including the ERIC library and materials in each resource center, which was to be supplemented through project funds; (3) funds for a portion of the development costs for printed and visual products designed as awareness activities; (4) funds for continuation of the directorships of the Unit for Dissemination

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* Results will be discussed in terms of third year efforts as first and second year results are discussed in the second and third year proposals.

and the Information Retrieval Unit, unit secretarial support, and one additional professional staff member for document production support.

Project funds were utilized to supplement the resource system, provide three full-time linkage agents in each project year, fund staff development activities, and to provide additional program support activities as outlined in the procedures section of the proposal.

Anticipated project benefits during the third project year remained essentially the same as those for the preceding year. They are as outlined in Table 2.1.0 in Appendix A.

2.2 Determined Results

As was noted in the introductory material, this project was designed to develop a comprehensive dissemination capacity in the Kentucky State Department of Education. The project expected that, should its efforts prove successful, the success would be described in three areas:

1. The general process objectives of the third year proposal would have been met or exceeded;
2. The Capacity of the Kentucky State Department of Education to serve its client group would have been increased; and
3. The capacity of Kentucky's local education agencies to utilize the expanded service capacity of the SEA would have been increased.

2.2.1 Status of Goals and Objectives for the Third Year Program

The following charts indicate the success of the project to meet or exceed program goals and objectives.

Goal 1: To continue development of a comprehensvie set of resources for use in responding to diverse local needs.

Objective 1.1: To continue operation of on-line computer retrieval of the Lockheed Corporation data bases through the third project year.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
1.1.1	Review and revision, if appropriate, of necessary request, transmission and evaluation forms.		x			Action taken by December 1, 1978.
1.1.2	Distribution of additional forms to local district representatives.	x				Action taken by December 1, 1978.
1.1.3	Continued filling of requests including microfiche and paper copy reproduction of ERIC documents.	x				Ongoing See Graph 2.1.13, Appendix A.
1.1.4	Mid-year examination of procedures by staff and district representatives advisory councils	x				Mid-year examination was conducted as well as three program studies. Two by linkage staff and one by State Dissemination Advisory Council. Two additional research reports were developed by communication graduate students at the University of Kentucky.

Goal 1: To continue development of a comprehensive set of resources for use in responding to diverse local needs.

Objective 1.1: To further update current materials holdings within the Department of Education by purchase of additional curriculum materials.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
1.2.1	Review of materials submitted by bureaus.				x	Not applicable. See below.
1.2.2	Selection by project staff and materials center personnel of those to be purchased.	x				Though this objective was deleted during negotiation, the project was able to obtain materials through other sources.
1.2.3	Requisitioning of materials.	x				
1.2.4	Placement of materials in the Department Materials Center.	x				

Goal 1: To continue development of a comprehensive set of resources for use in responding to diverse local needs.

Objective 1.3: To conduct an in-depth survey of information sources available to edu-cators and an analysis of the most appropriate means of integrating their services with those of the Materials Center.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
1.3.1	Development of survey instrument for departmental and other personnel.				x	This objective was deleted in negotiation.
1.3.2	Mailing of instruments.				x	
1.3.3	Compilation of results.				x	
1.3.4	Development of survey instrument for information sources.				x	
1.3.5	Mailing of second survey instrument.				x	
1.3.6	Telephone contact with non-responding agencies.				x	
1.3.7	Compilation, analysis, and indexing of results.				x	

Goal 1: To continue development of a comprehensive set of resources for use in responding to diverse local needs.

Objective 1.4: To update the promising programs and practices file to provide a current referral to outstanding Kentucky educational programs: The Important People-Important Programs (IPs) file.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
1.4.1	Preparation of "Outstanding Programs" publications		x			
1.4.2	Revision of nomination form to include more complete data.		x			
1.4.3	Mailing to target groups.		x			
1.4.4	Receipt and review of nominated programs.		x			
1.4.5	Final selection.		x			
1.4.6	Request for curriculum or other program materials sent to identified new programs.		x			
1.4.7	Updating of file.		x			
1.4.8	Printing of new file additions.		x			
1.4.9	Dissemination of file to ADCs and LDRs.		x			IPs program established as basis for state program validation review process. IPs inclusion first step in state validation.

Goal 2: To further develop, expand, and refine the existing mechanism linking client groups to the resource base.

Objective 2.1: To continue development of an interpersonal linkage system involving three full-time Area Dissemination Coordinators, local district representatives, building contacts and school librarians.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
2.1.1	Area Dissemination Coordinator contact with local district representative.	x				See Appendix A, Table 2.1.4 to Table 2.1.8
2.1.2	Area Dissemination Coordinator follow-up of information requests.		x			See Appendix A, Table 2.1.8
2.1.3	Training meetings and programs for Area Coordinators	X				Seven training sessions held
2.1.4	In-house trianing sessions for Area Coordinators and Materials Center personnel.		x			As in 2.1.3 above.
2.1.5	First local district representatives workshop.		x			Held November, 1978 as part of state conference.
2.1.6	Area Coordinators area-training sessions for district representatives.	x				Three held in each region through regional advisory council.
2.1.7	Travel to workshop or training session for the retrieval specialist and coordinators.		x			N/A
2.1.8	Second local district representative workshop.		x			Same as 2.1.5 above.
2.1.9	Third local district representative workshop.		x			Same as 2.1.5 above.

Goal 2: To further develop, expand, and refine the existing mechanism linking client groups to the resource base.

Objective 2.2: To expand the linkage element through training of Departmental Curriculum Consultants to serve as change agents.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
2.2.1	Training Session I		x			Implementation Workshop Held.
2.2.2	Training Session II.		x			Workhsop on Crisis Management
2.2.3	Training Session III		x			Developing Dissemination Consensus.
2.2.4	Training Session IV		x			Workshop on Marketing R&D Results.
2.2.5	Follow-Up by Project Director with each of session participants.		x			
2.2.6	Evaluation of consultant participation and additional meetings if needed.		x			

Goal 2: To further develop, expand and refine the existing mechanisms linking client groups to the resource base.

Objective 2.3: To conduct a program of selective dissemination of information, publication, seminars, and other media presentations to increase the awareness of new programs and practices among client groups.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
2.3.1	Development of abstract pages for mailings.	x				Program expanded from one SDI document per month to four.
2.3.2	Mailings.		x			
2.3.3	Begin filling requests for full document texts.		x			
2.3.4	Identification of topics requiring special reports.	x				See 2.3.1 above.
2.3.5	Selection of committees to outline and evaluate each report.		x			-Kentucky Association School Administrators -KY Prof. Guidance Assoc. -Ky Dept. of Education -State Dissem. Advisory Counc.
2.3.6	Development of report outline.		x			
2.3.7	Determination of requirements for report developer.				x	Was not required. KDE Staff provided.
2.3.8	Contractual arrangements for development completed (if required)				x	See 2.3.8 above.
2.3.9	Report development completed.					See 2.3.1 above.
2.3.10	Evaluation of report by committee and revision (if required)				x	See 2.3.7 above.
2.3.11	Dissemination of reports to appropriate audiences through mailing and/or special explanation seminars held by regional linkers		x			
2.3.12	Evaluation by LEA recipients of report usefulness as indicated by a sample telephone survey.		x			

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.1: To continue the Departmental Dissemination Coordinating Council charged with the responsibility for developing and implementing a coordinated dissemination program in the Kentucky Department of Education.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
3.1.11	Notification to new members.		x			
3.1.2	Meetings - bi-monthly	x				Monthly meetings implemented.
3.1.3	Draft of Deparmtental Dissemination Plan approved by Council for referral to the superintendent for approval or rejection.		x			Plan developed.
3.1.4	Plan implementation through assignments to specific units.			x		Plan took operation FY 80
3.1.5	Internal evaluation of effectiveness of the plan and subsequent review and revision.			x		Plan may be amended at any time as per plan guidelines. Plan to be evaluated at the end of FY 81.

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.2: To establish improved communication linkage, retrieval, and administrative segments of the projects.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
3.2.1	Staff Meetings (Monthly)		x			
3.2.2	Newsletter Publication.	x				LDR/ADC news included in Leaders Lines and Ed News.

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.3: To continue development and revision of administrative procedures for the project including further form-development, routine and notification procedures.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
3.3.1	Review of request through follow-up procedures		x			
3.3.2	Revision of procedures and notification of all project related personnel of the total process as revised.		x			
3.3.3	Duplication of necessary forms.		x			

Goal 3: To develop and implement a management plan which will facilitate the creation of a unified and efficient dissemination program in the SEA.

Objective 3.4: To conduct activities necessary to publicize and promote use of the information request service and the auxiliary linkage services and to provide orientation mateirals and information for visitors from other state education agencies.

ACTIVITY NUMBER	ACTIVITY	Exceeded	Achieved	Partially Met	No Action	COMMENTS
3.4.1	Revision of Brochure		x			
3.4.2	Revision of Posters		x			
3.4.3	Distribution of Brochures and Posters		x			
3.4.4	Development of Slide-Tape			x		Developed as a portion of ICMAD activity
3.4.5	Development of project-description brochures		x			

2.2.2 Service Capacity

This dissemination project attempted to build the capacity of the Kentucky State Department of Education in three areas:

--Resource

--Linkage

--Leadership

The following tables indicate the status of program activities going into the third project year.

Program Status and Comparison Tables for Third Project Year

oal 1: To develop a comprehensive set of resources for use in responding to diverse local needs.

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
.1 To establish a clearinghouse for referral of incoming requests for program-related information to the appropriate collection centers.	(a) A total of 91 requests have been referred to cooperating centers during FY 1977. Referrals by the Unit for Dissemination were to: State Department of Education Materials Center Bureau of Instruction Curriculum Laboratory Bureau of Vocational Education Bureau for Exceptional Children Kentucky State Library System Other Individuals and Media Centers A total of 211 referrals to other sources were reported by the Area Dissemination Coordinators. These are not reflected in the totals in Table 1.1 (page 5).	Requests were received by individual units only. No formal referrals and few combined responses were handled. An individual educator seeking to use the resources of the SEA was required to contact ea of the units involved separate

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
1.2 To identify and secure additional files of relevant educational information and update current files.	(a) Installation of an on-line computer terminal for use with the Systems Development Corporation and Lockheed Data Bases; training of the retrieval specialist in system use; and development of necessary recordkeeping procedures. (b) Addition of 38 additional periodicals (3 years collections of each) to the Department's holdings and purchase of approximately 50 additional curriculum holdings. (c) Development of an interaccounting agreement with Kentucky State University for provision of periodical articles. (d) Training of Local Dissemination Representatives concerning the service and its use. (e) Expansion of interdepartmental information exchange with such governmental units as: --Kentucky Council on Public Higher Education --Kentucky State Department of Justice --Kentucky Department of Human Resources	(a) Hand searching of ERIC and computer searches of that data base only through mailed or telepl in requests to Bradley University. These procedures were both more time-consuming and less effective than on-line retrieval. (b) & (c) Former holdings in Kentucky State Departme Material Center include partial collection of approximately fifty jou Only one-half of all jo nal-related requests co not be filled. Through addition of resources l that amount has been in creased to approximatel 90%.

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
.2 To identify and secure additional files of relevant educational information and to update current files. (Cont.)	(f) Survey of all agencies of Kentucky State Government to determine what publications, media holdings or services they offered which might be of use to Kentucky educators	(f) Fragmented or no knowledge of offering.
	(g) Work with representatives of the Berea College Experiential Education Program, ESEA Title II Resource Centers, U.K. Special Education Materials Center, the State Facilitator, Departmental Program Consultants and federal program personnel and others to determine availability of additional resources. Centers and individuals were visited personally, involved in meetings, asked to present at regional curriculum consultant meetings, etc.	(g) Fragmented contact
	(h) A Human Resource File which would contain a listing of all of those interested in offering consultative help is being developed by the Unit for Dissemination, Office of Communication Services, and the Unit for Staff Development, Office of Research and Planning.	(h) No such information availal

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
1.3 To systematically identify promising programs and practices in Kentucky schools for use in responding to client requests and for development as demonstration sites.	A total of 242 nominations of "Oustanding Educational Programs" were received from Kentucky Educators. These programs are being disseminated through the Departmental tabloid ED NEWS and through the Important People-Important Programs (IPs) packages.	ESEA Title III and the State Facilitator programs involved identification of their own outstanding programs. Progra funded from other sources were identified either by chance through accreditation or curriculum consultant visi

Goal 2: To develop, expand and refine the existing mechanism linking client groups to the resource base.

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
.1 To develop a system of interpersonal linkage through creation of linkage teams.	(a) Training of thirteen curriculum consultants located in the Kentucky Local Education Development Regional Offices as part-time linkers. A total of 7 training session/staff meetings were held involving orientation of consultants to the linker role, available resources, familiarization of linkers with departmental personnel and services, request negotiation, nature of the change process, etc. Consultants were asked to publicize the service, generate meaningful use of materials, assist in marshalling resources for program development and for doing formal follow-up by telephone or visit of each request for information submitted by an educator in his region. At this time, information obtained included on evaluation of the services, efficiency, the use made of the information, received and any additional needs or opportunities for assistance. These records provided case by case report on the activities and effectiveness of the service. (b) Employment of three full-time linkage agents. These agents were originally intended to serve as the administrative segment of Sieber's linkage team concept.(Sieber, 1972, noted during his evaluation of the Pilot State Program funded by the Office of Education that teams involving linkers who were former administrators and those who were former teachers might be of great effectiveness in dealing with theteachers and administrators of a local district. The basis for this conclusion was his finding that former teachers worked better as linkers to other teachers and formeradministrators were better able to work with administrators). Unfortunately employment of the three staff members was delayed partially because of failure to find suitable candidates at the proposed salary level. Since notice was received that the Educational Development Regions were to be abolished effective July 1, 1976 shortly after employment of the staff members, attention was turned away from development of linkage teams, as proposed, to development of an alternative linkage system.	No general interpersonal linkage system existed.

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
	All three had and continue to have the opportunity and responsibility to work as linkage agents in stimulating demand for information, screening and delivering materials, posing solutions assisting in trial and evaluation of alternatives, etc. Primary activities during the Spring quarter, however, involved work by the three full-time agents with the Regional Unit Curriculum Consultant/Linkers in redirecting the linkage mechanism. The new mechanism involves use of the three full-time staff members who serve as Area Dissemination Coordinators. In this role the coordinators work with local district information representatives who are responsible for dissemination activities in their districts. The local district representatives are, in turn, assisted on an informal basis by local school contacts who are generally school librarians. The rationale behind justification for the redirection of the linkage mechanism is included in Section 2 of the proposal. In adjusting for this new direction, the following steps were taken: 1) The job descriptions of the three full time linkage agents were revised. Each agent, or Area Dissemination Coordinator as they are now called, was assigned approximately 60 local districts. (See Appendix 8.1 for regional display) 2) Part-time linkers were asked to assist each local district superintendent in selecting a district representative to the project. (See Appendix 8.2 for current list use of Local Dissemination Representatives) One hundred and seventy eight of the 181 local districts in the state appointed representatives in 1976. By the end of 1977, 130 representatives were in place. 3) Eight workshops for local school librarians were conducted bringing the total to ten regional meetings held during the year. Approximately 400 librarians were in attendance. Librarians have been asked to work with the local district representatives as building representatives in promoting use of the service and in receiving and forwarding requests.	

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
	4) Local district representatives participated in five one-day workshops held across the state. These workshops were attended by 118 of the 180 identified representatives and were designed to orient them to the program and their part in it, to being training in request negotiation, and to encourage full participation. 5) All local districts were contacted by telephone and 85% of the districts were visited by the Area Coordinators. These contacts are a part of a continuing outreach effort to maintain liaison with the district representatives. 6) Project personnel accepted invitations to make presentations on the service over 90 local district inservice days. Three factors are believed by project personnel to indicate the success of the new approach: 1) Continued rise in the number of requests. 2) Linkage agent reports of local district representatives. 3) The direct submission by local district representatives of a major percentage of requests received. 4) Direct participation in Unit for Dissemination activities by the local district representatives.	

Objective	Description of Completed Activities	Program Status Prior to N.I.E. Funding
2.2 To conduct a program of selective dissemination of information, publication seminars, and other media presentations to increase the awareness of new programs among client groups.	Three kinds of activities were proposed under this objective: (a) Selective Dissemination of Information (SEA) This activity was delayed while the resource base was being organized to allow it to respond to requests for materials adequately. Four SDI publications were slated for September, October, November, and December of 1976 and were produced. Four were also slated for 1977, two have been produced and three more will be produced by the end of the project period. (b) Special Reports Four special reports have been or are being prepared during the project year. They are bibliographies of materials available from ERIC and the Kentucky State Department of Education in the fields of reading, basic skills, career education, education of the gifted, Title IX, and consumer education. (c) Conferences and Workshops Regional curriculum consultants in every region held workshops on their priority areas. Project funds were utilized to host regional librarians' workshops in ten of the thirteen regions in which curriculum consultant/linkers had been located. These workshops were designed in cooperation with the Department's Division of Instructional Media (a) to orient librarians to the project and enlist their aid in publicizing the service and (b) to present newideas in information use and library development. Designed to increase awareness of emerging trends and programs among educators, this portion of the project was a supplement to other project activities which provides project-initiated contact with users. As such, it is perceived as a necessary, but auxiliary, thrust of the total effort. (d) Miscellaneous Activities	While any SEA has a publicat program, little had been do to collect and disseminate bibliographies containing E and other national data bas citations. The activities (a) and (b) serve this purp while the activities in (c) supplemented redirection of the linkage mechanism.

2.2.2.1. Resource

During the third project year the capacity of the SEA resource base was expanded through a continuation of the DIALOG file, the building of the Materials Center holdings through non-project sources, and the establishment of the Unit for Dissemination as Departmental clearinghouse.

The Kentucky Department of Education now offers:

--Manual searches of the ERIC literature

--Computerized searches of the ERIC literature

--Brokerage of client requests

--Referral of client requets

--Documents for personal use

--Documents for circulation to clients

--Audio visual materials

--Microfiche

--Lab and center products

--SEA products

--NDN products

--Project Information Packages

--State-produced instructional materials

--Locally-produced instructional materials

Files available to clients of the KIDS dissemination program include:

--ERIC

--AIM/ARM

--Dissertation Abstracts

--Exceptional Child Education Abstracts

--NTIS

--Psychological Abstracts

--Sociological Abstracts

--SSCI

--Federal legislation file

--Promising practices file

Within the context of the program plan the project wished to provide for improved resource capacity by dealing with four specific issues: on-line retrieval; update of holdings; in-depth retrieval; update of the promising programs and practices file (IPs).

The success of these efforts is addressed in 2.2.1 above. The degree of this success is indicated in Tables 2.1.2 and 2.1.9 to 2.1.14, Appendix A.

2.2.2.2 Linkage

During the third project year the capacity of the dissemination program was to be increased. The linkage system was further developed, expanded and refined through the establishment of dissemination linkage teams in over 80% of Kentucky's school districts by June 30, 1979. LDR effort for these teams is indicated in Table 2.1.4. With the establishment of the linkage team component, the four phase linkage system is complete. Through ADC activities and KIDS training programs, training has been provided to all of the LDRs and over 70% of the team members. With the availability of a modular self instruction training package, the number of teams trained should be near 100%.

The project also attempted to insure that at least 65% of the LDRs become "competently and actively involved in the program during the funding period." Table 2.1.4, Appendix A, indicates project success as state LDR effort was determined to be 70.943% as taken from linkage reports but not adjusting for other efforts. When efforts were evidenced outside of the ADCs linkage reports, LDR effort increased to 82.038%. This effort was based on .686 contacts per day.

The program was also able to increase linkage service capacity by increasing the dissemination skills of the Department's curriculum consultants. The project sponsored a two day workshop on dissemination skills which was conducted by staff of the University Consortium for Instructional Development and Technology. This workshop covered the implementation process, analysis of the social system, gaining acceptance for the innovation, managing an installation, and keeping the program going after installation.

The Unit for Dissemination also conducted four training workshops. These workshops are mentioned in 2.2.1 above.

The KIDS system produced a number of documents during the third project year as SDI activities. These were as part of a mini-list series (see Appendix B for sample documents). Titles within this series included:

--Elementary School Counseling
--Teaching the Gifted
--Alternative Schools
--Alternatives to Suspension
--Precision Teaching

111

--School Discipline

--Spelling

--Migrant Child Education

--Environmental Education

--Mainstreaming

--Early School Entrance Research

--School Desegregation and Achievement

--Year Round Schools

--Vocational Education Follow-Up Studies

--Compulsory School Attendance

--Test Interpretation

--Preschool Children Screening Devices

--Class Size and Student Achievement

--Parent Teacher Conferences

Four topics were produced every month, one aimed toward teachers, one toward LEA central office staff, one toward counselors, and one toward principals. Thirty-six topics were produced in all.

Four special report packets were also produced. These packets were made up of a synthesis overview and a selection of hands-on materials in either hard or soft (microfiche) copy. Subjects included:

--The Middle School Concept

--Basic Skills Instruction

--Kentucky History: Shakertown

--Career Education

The Unit for Dissemination also produced, at the request of the LDRs, a book of bulletin board ideas for elementary and middle school teachers.

The Unit for Dissemination also conducted a number of dissemination related workshops. The unit director conducted workshops on the implementation of innovative programs, how to write a project dissemination plan, and how to develop an LEA dissemination plan. ADCs conducted 51 workshops relative to the dissemination program and coordinated 35 other local workshops (see Table 2.1.8, Appendix A).

2.2.2.3 Leadership

The main efforts of the project in the area of leadership service capacity were in the area of the development of the Kentucky state dissemination plan. That plan has been completed and sent to the Superintendent of Public Instruction for his approval.

2.2.3 User Capacity

As with service capacity, the project attempted to increase the capacity of the Department's client groups to use the Department's increased services. Most of these efforts were directed toward the local educational agencies. The KIDS staff felt that one important key to increasing the utilization of good educational practices within the Commonwealth was the local school district, both because it is the level of local government administratively responsible for education, and because local districts have a service role with respect to their client schools. The Unit for Dissemination's local

capacity building effort was concerned with developing effective intermediaries that could link the local educator to local, state, and national information sources, while providing information resources in locations physically close to potential users. The intent of the Unit's dissemination program was to improve knowledge utilization on many levels by: decentralizing the information request and utilization base (shift from state hegemony to local operation); centralizing and organizing a regular communication network; and using the service capacity of the many functional units of the State Department to insure the diffusion of successful innovations.

The program staff felt that this could best be accomplished through three activities:

1. The identification and institutionalization of local points of contact: Local Dissemination Representatives.
2. The identification and institutionalization of teams of LEA staff members who could operate cooperatively in the district: Local Linkage Teams.
3. The inservicing of these teams so that they could take an active role in the dissemination program.

2.2.3.1 Local Dissemination Representatives

The selection and training of the Local Dissemination Representatives (LDRs) were major activities during year two of the project. The LDR has, within the KIDS structure which developed, much the same responsibilities on the local level as the Area Coordinators have on the regional or state level. They are additionally responsible for the operation of the Local Linkage Team.

The LDRs were usually central office staff assigned the linkage responsibility by the local superintendent. In such situations it is often the case that individuals are assigned responsibilities which they can't carry out and which they do not desire. The Unit for Dissemination attempted to overcome the problem of the wrong staff being "volunteered" in two ways:

1. Working with the local school superintendent in the selection of the LDR;
2. Keeping follow-up grading information on each LDR to use in the determination of LDR effort. The effort rating was based upon an A to E scale which was filled out on the LDR at every contact. A sample of the Dissemination Linkage Report form, which was used for the purpose of rating LDR effort, and the District Profile, which was used as a composite of the Linkage Reports, is included as Appendix C. When an LDR continued to rate at a "D" or "E" level a conference was held with the local superintendent so that a new LDR could be chosen. Rating was based upon goals set for the LDRs during regional conferences.

The LDR Network was well established at the end of the third project year. Out of 181 local school districts and fourteen vocational regions, the program's prime client groups, only four did not have LDRs in place and of these four only two were other than temporary losses. In all, only 1% of all prime client LEAs did not have an active LDR at the end of the project period.

2.2.3.2 Linkage Teams

The membership of the Local Linkage Team includes the LDR, a contact from each of the LEA's school buildings and, where applicable, the Federal Program Coordinator. The LDR works with the Team to meet program information needs, to create an awareness for new practices, to identify potential change agents, and to encourage an openness for change. Additionally, the Local Linkage Team has the responsibility of identifying educational innovations which are developed at the local level and passing this information on to the Unit for Dissemination for communication to other Linkage Teams.

Through this extended communication network, it was the Unit's intent to provide a "pipeline" for the transmission of information directly to the local teacher or school administrator. Through the Linkage Team format, the program was able to obtain feedback on: the effectiveness of KIDS diffusion efforts; additional needs and concerns; and programs, initiated at the local or regional level, that have implications for wider use or testing.

At the end of the project period only 15 LEAs did not have active, trained, Local Linkage Teams. Of this 15:

--two did not have an active LDR to direct the team;

--one desired a team but had not established one because they were interested in establishing mini-districts and would thus need more than one team;

--four were vocational education regions where teams had not been inserviced until late in the program year; and

--eight had expressed interest in establishing a team but had not established an inservice schedule.

In all, only 7.6% of all prime client LEAs did not have a Local Linkage Team in place at the end of the project period.

2.2.3.3 Team Training

Training of the Teams was established on three levels: initial guidance; intermediate assistance; and ongoing up-grade. At the conclusion of the project period one ADC was assigned full-time responsibilities in this area.

The training activities included:

1. Initial guidance
   a. District inservice
   b. Direction through a "Dissemination Starter Kit" and a guidebook for Local Linkage Teams (see Appendix D).
   c. An optional workshop on program implementation, which was offered as a one day hands-on presentation or as a program training packet.
2. Intermediate assistance
   a. Regional LDR Training Conferences
   b. State LDR Training Conferences
   c. ADC assistance programs
3. On-going upgrade assistance
   a. Regional LDR Training Conferences
   b. State LDR Training Conferences
   c. ADC assistance programs
   d. State Dissemination Advisory Council Programs

3. The Kentucky Dissemination Catalyst (see Appendix E for sourcebook samples)

By the end of the project period, based upon a survey conducted by the KIDS staff, over 29.2% of the LDRs felt that they were inserviced to the extent that they had threshold knowledge; 53.8% believed that they had experienced, operational, knowledge; and 16.9% felt that they had advanced skills.

2.3 Description of Program Status Upon Project Completion

The table below indicates, for comparison purposes, the status of the program prior to state funding and after project completion:

Prior to FY 1976	After FY 1979
Resources	
--Hand search ERIC Capability or batch search	--Computerized on-line retrieval from DIALOG and INFO-KY. Computerized retrieval of SEA materials planned
--144 ERIC searches in 1974	--1178 in 1978, 1,728 during first six months of 1979
--Limited periodical holdings	--Expanded periodical holdings including over 50 journals held in microfiche. Total of 10,271 articles distributed in FY 79.
--Limited curriculum holdings	--Expanded curriculum holdings with Curriculum Development Center holdings and Curriculum Lab holdings adjacent to Materials Center. Total of 631 non-KDE curriculum guides circulated in FY 79.
--Fragmented Resources from Small Centers	--Coordinated resources with Materials Center, Information Retrieval Unit, Curriculum Development Center, Curriculum Laboratory and Text Book Commission Resource Room housed together and files coordinated collaboratively. Increase financial support from Title IV.
--Limited resource linkage with other agencies	--Expanded linkage with state government agencies, Kentucky State University Library, University of Kentucky Medical Center and College of Education Libraries
--No Kentucky Outstanding programs file	--"Important People-Important Programs" file first stage in state validation.

Prior to FY 1976	After FY 1979
--No clearinghouse for Kentucky produced documents.	--Unit for Dissemination established as state clearinghouse
--No clearinghouse for referrals	--Materials Center and Retrieval Unit as KDE referral clearinghouse offers "one stop shopping" for local school personnel.
--No distribution center for collection of KDE produced documents	--Materials Center collects and, upon request, acts as distribution center. Total of 84,444 KDE publications disseminted by Center in FY 79.
Linkage	
--No linkage network within KDE	--Active Dissemination Coordinating Council
--No linkage network between KDE and LEAs	--Local Dissemination Representatives trained and in place in 99% of Kentucky's LEAs.
--No linkage network between KDE and school buildings	--Local Linkage Teams trained and in place in 92.4% of Kentucky's LEAs.
--No training program for local linkage contacts	--Regular training program including visitations, training packages, regional workshops and fall training conference. One staff member assigned to training full-time.
--No information program designed for LEA contact use.	--SDI program aimed at central office staff, principals, counselors, and teachers; special packages aimed at defined target audiences; special workshops and conferences; and inclusion of LDRs on Ed News and "Leaders Lines" mailing list.

Prior to FY 1976	After FY 1979
Leadership	
--Departmental dissemination program fragmented and uncoordinated.	--Materials Center, Information Retrieval Unit, Unit for Dissemination, National Diffusion Network program and Division of Publications all in same cabinet level office; KIDS system established to process requests and meet local needs; Bureau of Vocational Education's Curriculum Development Center collection and Bureau of Instruction's Curriculum Laboratory collection housed adjacent to Materials Center and jointly accessed; establishment of state plan for the coordination of dissemination programs in KDE.
--No state validation process.	--State validation process effective September 13, 1979. To be operated by Unit for Dissemination.

3.0. INSTITUTIONALIZATION

The total development and institutionalization of any system wide dissemination program is a long-range goal. While the input of grant monies will considerably speed the process, it is necessary to phase in program and program costs if the system is to become an integral part of the SEA.

The Chart on the following page identifies major program thrusts as presented in previous proposals and traces their development across the four year time span (Project Year I to FY 1980). As indicated by the chart, program development occuring over the project period has involved a gradual increase in the level of services and activities with the level of state funding increasing each year until full funding was assumed in FY 1980.

CHART 4.5.1

FOUR-YEAR ACTIVITY FLOW

Activity Grouping	Achievement Level			
	Project Year I	Project Year II	Project Year III	FY 1980
I. Coordination, Acquisition, Indexing and Retrieval of Resources	Establishment of Clearinghouse and Beginning Development of Resource Base.	Continued Development of Resource Base; Lower Level of Grant Funding.	Continued Development of Resource Base.	Assumption of all Development Costs under State Funds.
II. Development of a Demonstration Site Series	Identification and Indexing of Initial Set of Promising Programs.	Conduct of Information Source Study. Revision and Expansion.	Continued development of program demonstration and brokerage activities.	
II. Staff Training Activities	Provision of Inservice for New Agents and LEA Personnel.	Continue inservice for LEA personnel, retrieval personnel, Area Dissemination Coordinators, Departmental Consultants, and LDR.	Continuing inservice of groups included in Year II with the addition of LEA Linkage Teams.	Assumption of Funding by SEA.
IV. Development of Computerized Retrieval Capability	Installation of On-Line Retrieval with Access to the Systems Development Corporation or Lockheed.	Maintenance of On-Line Terminal. Field-Testing of Regional Computer System with ERIC Tapes only.	Addition of Necessary Resource Bases to State Computer. Complete Regional Retrieval.	System Refinement, assumption of funding by SEA.
V. Selective Dissemination of Information and Publication Program to Maintain Awareness of Innovations.	Start-Up Year; Selective Dissemination of Information, Special Reports, Regional Workshops.	Expand Number and Variety of Activities; Add Publication of a Newsletter.	Continued expansion and addition of a Series on outstanding educational programs in Kentucky.	State assumption of funding.

4.0. EQUITY ISSUES

It is now and has always been the policy of the Kentucky State Department of Education to be nondiscriminating in its dealings with all of its publics.

The Unit for Dissemination recognizes the special needs of women, minorities and non-English speaking persons and while no programs unique to these groups were planned, the Unit for Dissemination took several affirmative steps toward their participation:

1. The Unit worked in close cooperation with the Department's Office for Equal Educational Opportunities and assisted such programs as the Unit for Title IX in the design and administration of their dissemination and school improvement programs.
2. Through the Unit's State and Regional Dissemination Advisory Councils attempts were made to identify the needs of special populations and plan special dissemination activities to help them. An example of this activity was the special selected bibliography on desegregation and achievement prepared and disseminated through the project.
3. Always keeping the needs of the student in mind, a special effort was made to disseminate information on those programs which were identified as helping children from these special groups. Such effort is indicated in the Unit for Dissemination's production and distribution of career education materials, special reading documents and competency based education materials.

The Unit also took a leadership role in Department outreach activities such as Black Expo and the state alternative education program.

It was the program's intent, however, to move beyond so narrow a view of equity. Educators in the United States have become quite familiar with the concept of equity as it relates to the needs and rights of women, minorities and the handicapped. The KIDS system wishes to speak of equity in a much broader context arguing that equal access to neeessary information is a right of all interested in the educational process. While women and minorities have often been denied adequate access due to cultural biases, other groups on the state and national levels have been denied access because of the nature of their groupings. For example, little has been done to insure proper access to information on educational programs for textbook commissions, state legislatures, parents, non-parents, local boards of education, ad hoc commissions, and so forth. While these groups may be served on request, they are usually not sought out.

During FY 1980 one Area Dissemination Coordinator has been given full time responsibilities in the area of information equity.

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APPENDIX A

Tables and Graphs

FIGURE 1.3.1

KDE Information Component Prior to Project Funding

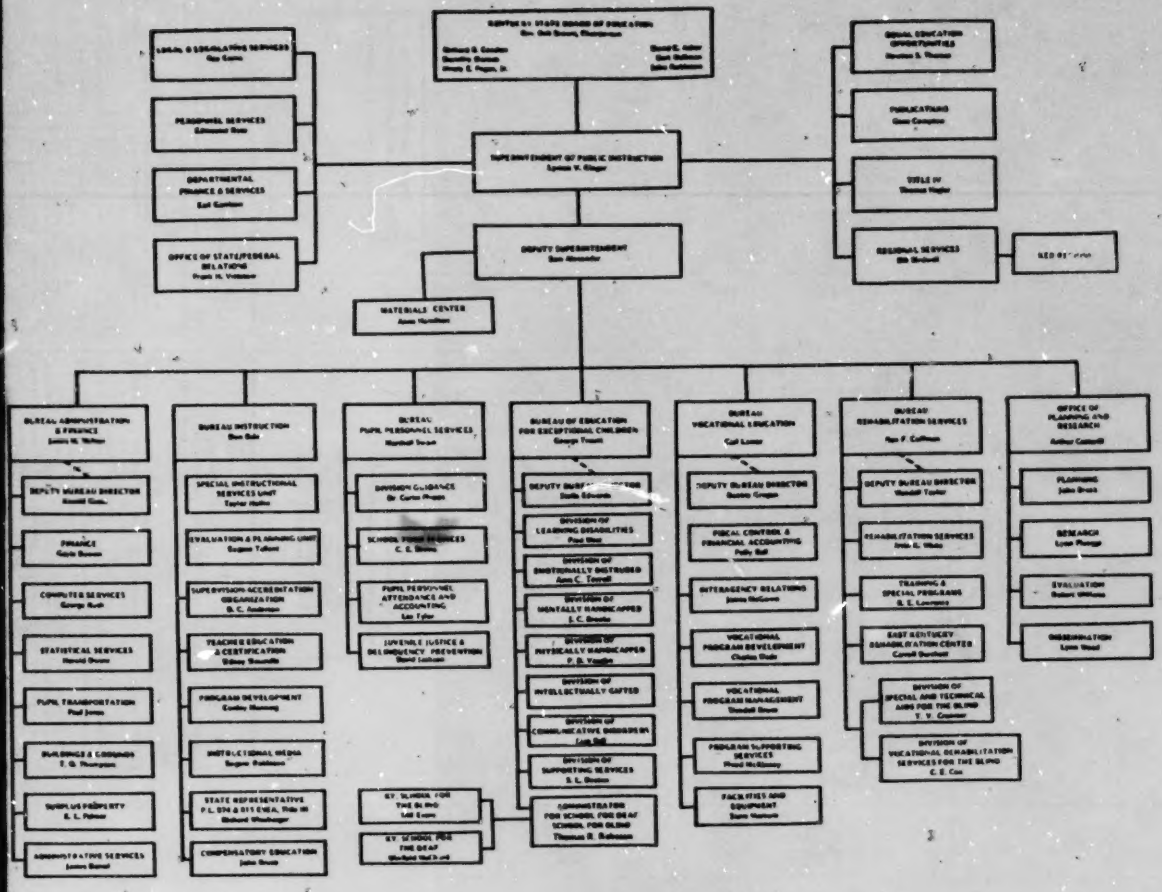


FIGURE 1.3.2

Structural Elements of the KDE Dissemination Effort: February 1, 1979

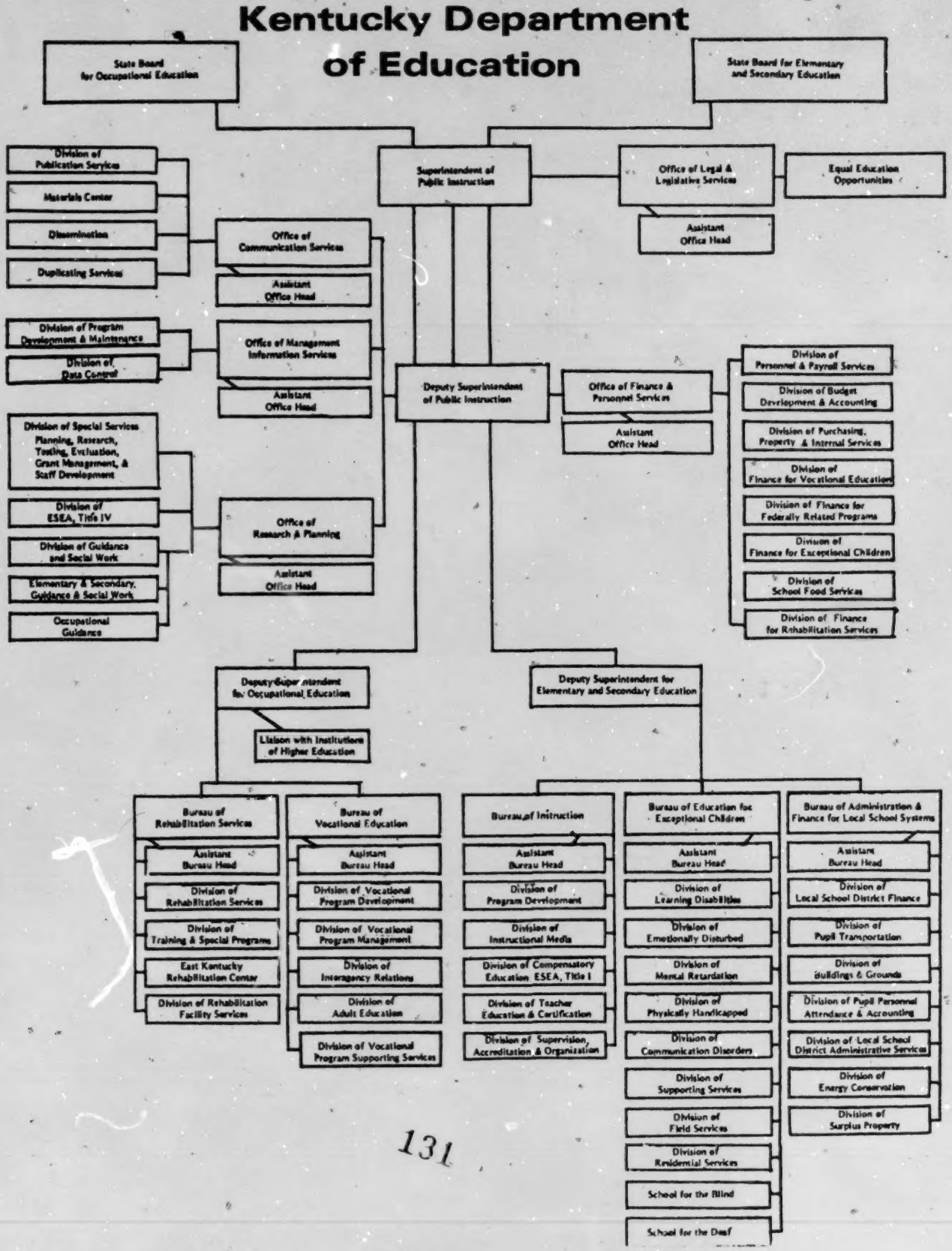

Kentucky Department of Education
State Board for Occupational Education
State Board for Elementary and Secondary Education
Superintendent of Public Instruction
Office of Legal & Legislative Services
Equal Education Opportunities
Assistant Office Head
Division of Publication Services
Materials Center
Dissemination
Duplicating Services
Office of Communication Services
Assistant Office Head
Division of Program Development & Maintenance
Division of Data Control
Office of Management Information Services
Assistant Office Head
Division of Special Services Planning, Research, Testing, Evaluation, Grant Management, & Staff Development
Division of ESEA, Title IV
Division of Guidance and Social Work
Elementary & Secondary, Guidance & Social Work
Occupational Guidance
Office of Research & Planning
Assistant Office Head
Deputy Superintendent of Public Instruction
Office of Finance & Personnel Services
Assistant Office Head
Division of Personnel & Payroll Services
Division of Budget Development & Accounting
Division of Purchasing, Property & Internal Services
Division of Finance for Vocational Education
Division of Finance for Federally Related Programs
Division of Finance for Exceptional Children
Division of School Food Services
Division of Finance for Rehabilitation Services
Deputy Superintendent for Occupational Education
Liaison with Institutions of Higher Education
Deputy Superintendent for Elementary and Secondary Education
Bureau of Rehabilitation Services
Assistant Bureau Head
Division of Rehabilitation Services
Division of Training & Special Programs
East Kentucky Rehabilitation Center
Division of Rehabilitation Facility Services
Bureau of Vocational Education
Assistant Bureau Head
Division of Vocational Program Development
Division of Vocational Program Management
Division of Interagency Relations
Division of Adult Education
Division of Vocational Program Supporting Services
Bureau of Instruction
Assistant Bureau Head
Division of Program Development
Division of Instructional Media
Division of Compensatory Education ESEA, Title I
Division of Teacher Education & Certification
Division of Supervision, Accreditation & Organization
Bureau of Education for Exceptional Children
Assistant Bureau Head
Division of Learning Disabilities
Division of Emotionally Disturbed
Division of Mental Retardation
Division of Physically Handicapped
Division of Communication Disorders
Division of Supporting Services
Division of Field Services
Division of Residential Services
School for the Blind
School for the Deaf
Bureau of Administration & Finance for Local School Systems
Assistant Bureau Head
Division of Local School District Finance
Division of Pupil Transportation
Division of Buildings & Grounds
Division of Pupil Personnel Attendance & Accounting
Division of Local School District Administrative Services
Division of Energy Conservation
Division of Surplus Property

FIGURE 1.4.1
GENERAL SERVICES OFFERED: OFFICE OF

COMMUNICATION SERVICES

Division of Publications

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
General Information Services:			
Radio-Television			X General Public
Tablet		X	
Ed News	X	X	X
Leaders Lines including the Legislative Alert and New Regulations	X	X	
KDE Directory	X	X	X
Publication and Distribution Assistance:			
Mailings from Warehouse		X (Upon Request)	
Addressograph	X (Negotiated)	X (Upon Request)	X (Negotiated)
Photographic	X (Negotiated)	X (Upon Request)	X (Negotiated)
Editing	X (Negotiated)	X (Negoti-ated)	X (Negotiated)
Design and Layout	X (Negotiated)	X (Upon Request)	X (Negotiated)
Graphic Arts	X (Negotiated)	X (Upon Request)	X (Negotiated)
Compositor	X (Negotiated)	X (Negoti-ated)	X (Negotiated)
Displays			
Design and Production		X	

Division of Publications (Continued)

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Audio-Visual Assistance			
Photographic	X (Negotiated)	X (Upon request)	X (Negotiated)
Scripting	X (Negotiated)	X (Negotiated)	X (Negotiated)
Audio Production	X (Negotiated)	X (Negotiated)	X (Negotiated)
Miscellaneous Technical Assistance:			
PR Planning	X (Upon request)	X (Upon request)	X (Upon request)
Publication Planning	X (Upon request)	X (Upon request)	X (Upon request)
Printing Assistance		X	
Coordinate Department Calendar		X	

State Facilitator Unit/National
Diffusion Network Project

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Need Sensing Data Collection		X	
Create Awareness of and Interest in JDRP Approved Programs	X	X	X
Inservice Training of LEA Staff on DDs	X (Negotiated Upon Request)		
Information Brokerage Related to JDRP Approved DDs	X (Upon Request)	X (Upon Request)	X (Upon Request)

Information Retrieval Unit

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Request Services			
DIALOG Service	X (on request)	X (on request)	X Excluding direct student service and some service to teacher educators. Some Kentucky State Government service on an at cost basis.
INFO-KY Service	X (on request)	X (on request)	X (on request)
Request Negotiation	X	X	X
Request Referral	X	X	X
Resource Services			
Hard copy from fiche	X (on request)	X (on request)	X (Negotiated)
Fiche Duplicates	X (on request)	X (on request)	X (Negotiated)
Journal Articles	X (on request)	X (on request)	
Inservice Training	X (on request)		
Document Development			
KIDS Mini-Resource Lists	X 4 documents targeted toward counselors, principals, teachers, central office staff	X Copies to relevant curriculum consultant	X Copies to relevant special public: e.g. math teachers, teacher centers, etc.

Information Retrieval Unit (Continued)

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Special Topic Information Packets (Fiche collections on specific topics of general interest)	X Topics are target group specified		

Materials Center

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Request Services			
Circulation of Material Center Printed Holdings	X (On Request)	X (On Request)	X (On Request)
Circulation of Material Center Non-Print Holdings: e.g. Films, Filmstrips.	X (On Request)	X (On Request)	X (Negotiated)
Circulation of Journal Articles	X (On Request)	X (On Request)	X (On Request)
Request Negotiation	X	X	X
Request Referral	X	X	X
Hand Search of ERIC File	X (On Request)	X (On Request)	X (On Request)
Resource Services			
News Clipping Service		X	
Audio-Visual Equipment Loan		X (On Request)	
Operation of KDE Archives		X	
Inservice Training Related to Center and Its Use	X (On Request)	X (On Request)	

Materials Center (Continued)

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Product Development and Distribution			
Transparencies A/V		X	
Printing		X	
Lamination		X	
Package Production	X		X
Distribution Service		X (On Request)	
Storage Service		X (On Request)	
Technical Processing Service		X (All items submitted to center for the KDE collection)	
Document Clearinghouse for Contacts with Kentucky State Library and Archives		X (Copies of all items produced by KDE to state collection)	

Unit for Dissemination

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Request Related Services			
Information Synthesis	X	X	
Information Package Development	X		X (Specific to Needs Area)
Referral Service	X	X	X
Product Development	X	X	X (Negotiate)
Communication Services			
Product Marketing and Promotion	X	X (On request for documents not prepared by UD)	X (On Request)
KIDS Service Promotion	X	X	X
Access to New Clients for Information Equity	X		x
Technical Assistance			
General Program Inservice	X (On Request)	X (On Request)	X (On Request)
Local Dissemination Representative Training	X		
Implementation Assistance	X (On Request)	X (On Request)	X (Negotiated)
Dissemination Assistance for R&D Project Directors	X (On Request)	X	X (On Request)

Unit for Dissemination (Continued)

Service	Service to LEA	Service to KDE	Service to Other Agencies: Specific as Indicated
Technical Assistance (Continued)			
Dissemination Assistance for KDE Offices and Bureaus		X	
Assistance with Dissemination Evaluation		X (On Request)	X (Negotiated)
Assistance of Miscellaneous Nature			X (Negotiated)
Document Clearinghouse for ERIC and EDRS	X	X	X
Document Clearinghouse for RDx		X	
Needs Sensing Service through Marketing Program		X	X (Negotiated)
Dissemination Planning Service		X	
Validation Program Operation	X (On Request)	X	X (On Request)

TABLE 1.5.1

Contact and Client Display: Described by School District

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADS
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Adair		X					8	6		1	2				13	146.2	2885			2.7	38	III
Allen						X	6	4	1	1				12,598	5 6	114	2590					I
Anderson						X	6	3	1	2				10,600	6	124	2652					II
Ballard		X												8,276	5 7	82	1937					I
Barren		X												28,677	5 8	145	3416					I
Caverna*	X						2	1		1				3,886	2 2	50	1000					I
Glasgow*		X					54	3	1	1				11,301	3 6	123	2775					II
Bath		X					5	3		1				9,500	6	98	2034					III
Bell		X					15	12		2					15	214	4872					III
Middlesboro*		X					5	2	1	1	1		1		8	12.5	2704			3.0	70	III
Pineville*	X						3	1		1					3	34	540					III
Boone						X	12	8	4	2	3			36,200	18	388	8992			28	670	II
Walton Verona*	X						4	1		1	1				4	43.4	800			5	50	II
Bourbon		X					8	5	1	1		1	1	18,700	11	136	2469			13	130	II
Paris*		X				X	4	1	1	1	1				5	76	1457			4	110	II
Boyd		X				X	13	2	1	1				52,500	15	115	2740					II
Ashland*				X			7	7	2	1					20	202.5	4536			16	300	II
Fairview*		X					4	2		1					4	42	1035					II
Boyle		X					6	4		1				22,100	9	133	2720			65	420	II
Danville*		X					6	3	1	1	1		1		8	126	2515					II
Bracken		X					5	3		1				7,600	3	62.8	1310			3	60	II
Augusta*							2	1		1	1				2	22.2	388			27.6	405	III
Breathitt		X					10	6	1	1	2		3		15	164	3573					III
Jackson*						X	3	1		1					2	22.3	420			15	325	II
Breckinridge		X					6	6		1	1		1	15,400	9	153	2916			16	378	II
Cloverport*				X			1	1		1					2	23.6	443					II
Bullitt						X	15	9	3	2	3			31,600	23	452	11248					I
Butler		X					36	2		1				9,723	6 5	91	2322					

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADC
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Caldwell		x					5	3	1	1	1			13,179	7	5	122	2537			3	65	I
Calloway		x					4	3		1				27,692	7	4	138	2925					I
Murray*		x												13,437	6	3	89	1810					I
Campbell						x	8	5	1	1	6		1	85,000	18								II
Bellevue*		x					3	1		1	2				4		58	1260			17	340	II
Dayton *		x					3	1		1	1				4		78	1707			6	100	II
Ft. Thomas*		x					6	3		1	2		1		8		118	2514			32.5	525	II
Newport*		x					7	4	2	2	4		2		15		230	4094			80.7	1440	II
Silver Grove*	x						2	1		1					2		24	434					II
Southgate*	x						1	1			1				1		9	180			9	220	II
Carlisle						x	3	1	1	1	1			5,354	4	4	58	1088			1	49	I
Carroll		x					5	2	1	1				8,600	5		101	2010					II
Carter							13	10		2				21,200	16		249	5073					II
Casey		x					10	7	1	1					13		133	2899					III
Christian						x	17	11	4	2	2	1	1	56,224	8	26	484	10330		2	21	325	I
Clark		x					13	9	2	1	1				20		275	5745			6.5	150	III
Clay		x					16	9		1	1		1		20		272	5517			20.9	364	III
Clinton		x					5	3		1					7		101	1875					III
Crittenden		x					4	2	1	1				8,493	6	5	78	1833					I
Cumberland		x					5	3		1					4		69	1410					III
Daviess		x									7		2	79,486	20	23	489	8974		9	75	1742	I
Owensboro*				x			20	7	3	2	5		1	50,329	12	12	216	3990		6	105	2665	I
Edmonson		x					3	2		1				8,751	5	4	85	2034					I
Elliott	x						4	3		1				5,700	6		72	1450					II
Estill				x			8	5	1	1					14		147.5	3130					III
Fayette		x					45	31	10	4	16	2	4	186,900	107		1741.7	33204			217.1	3769	II
Fleming		x					8	5	1	1				11,500	10		109	2522					II
Floyd		x					26	20		5					34		420	9579					III

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								LOC
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Franklin		x					13	7	2	1	1		1	36500	17	345	6664			14	220	II
Frankfort*		x					3	1		1	1	1			3	47	896			17	285	II
Fulton		x												10183	5 4	64	1391					I
Fulton*		x					13	1						3250	5 2	30	615					I
Gallatin		x					2	2		1				4400	3	51	1055					I
Garrard	x						7	4		1					7	107	1983					III
Grant		x					7	4	1	1				11200	8	111.5	2199					II
Williamstown*	x						2	1		1	1				2	133.2	640					II
Graves		x												30939	6 7	201	4247					I
Mayfield*		x					5	3	1	1	1			10724	5 5	92	2060		1	6	145	I
Grayson		x					7	3	1	2	1			17600	14	214	3880			5	130	II
Green		x					4	3		1					7	101	2141					III
Greenup				x			13	11		1				33500	18	178.7	4444					II
Raceland*				x			3	2		1					3	41.5	895					II
Russell*				x			8	4	1	1					8	129	3365					II
Hancock		x					3	1	1	1	1			7080	5 6	86	1707			14	110	I
Hardin		x					19	10	3	4	9	2	1	73600	33	480	10170			197	4546	II
Elizabethtown*		x					6	3	1	1	1				9	111.4	2368			8	192	II
West Point*					x		1	1							1	10	235					II
Harlan		x					22	18		3	2				20	364.5	7787			8	200	III
Harlan*		x					3	1		1					3	54	1084					III
Lynch*				x			3	1		1	1				2	206	360			2	60	III
Harrison							7	3	1	1	1			14700	13	168	3019			4	105	II
Hart		x					5	4		1				18980	6 6	132	2550					I
Henderson							9	6	2	1	1			36031	10 18	380	8860		1	16	450	I
Henry		x					3	3	1	1				11400	6	93.5	1970					II
Eminence*	x						2	1		1					3	26	560					II
Hickman		x												6264	4 2	60	1300					I

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADC
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Hopkins						x	14	10	1	3	2		1	38167	11	22	402	8779					I
Dawson Springs*	x						1				1			2810	2	2	46	768			25	14	I
Jackson		x					7	5		1			1		7		119	2294			7.8	57	III
Jefferson						x	151							706000		324	5679.9						II
Anchorage*	x						2	1	1						2		20	330					II
Jessamine	x						5	3	1	1				21100		10	195	4419					II
Johnson		x					8	6		1						14	206	4295					III
Paintsville*			x				5	1		1			1			3	46	925			4.0	70	III
Kenton		x					18	12	2	4	9	1	4	130400		25	504.5	10912			205.9	4006	II
Beechwood*		x					2	1		1	3					3	137.7	777			32.5	605	II
Lexington*				x			12	11		2	7		2			26.6	356.5	7184			98	1625	II
Erlanger*						x	8	4	1	1	2		1			11	144	1985			51.5	911	II
Ludlow*		x					3	1		1	1					3	46	1050			6.5	100	II
Knott		x					15	11	1	2						14	188	4335					III
Knox		x					12	9		2						17	253	5621					III
Barbourville*					x		3	1		1						3	26	465					III
Larue		x					5	3	1	1	1			11300		9	116	2445			2	54	II
Laurel		x					18	12	1	1	1		1			22	330	7726			4.5	45	III
E. Bernstadt*			x				3	1								2	14.6	330					III
Lawrence		x					6	3	1	1				11600		8	141	3110					II
Lee			x				5	3	1	1			1			5	86	1704			2	30	III
Leslie		x					10	7		2						14	160.5	3549					III
Letcher						x	18	13	1	3						19	242	5305					III
Jenkins*						x	5	2	1	1						4	43	955					III
Lewis						x	6	5		2				12800		7	148	3156					II
Lincoln		x					11	8		1						15	197	3867					III
Livingston		x					5	4		1				7596	5	6	76	1922					I
Logan		x					5							21793	7	5	174	3030					I

DISTRICT	LDR PROFESSIONAL ROLS						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Russellville*		x					3	1	1	1	1			6456	4 3	81	1710			2	35	I
Lyon						x								5562	4 3	52	1070					
Madison		x					11	7	2	1	2		1		15	278	5963			42.5	766	III
Berea*		x					3	1		1					3	69	1215					III
Richmond*		x					5	2	1	1	1				4	78	1090			4	90	III
Magoffin						x	8	6		1					13	127	3047					III
Marion		x					8	7	2	1	2			16300	11	178.4	3752			21	510	II
Marshall		x					8	4	3	1	1			20381	7 10	209	4559			2	25	I - III
Martin						x	9	7		1					9	130.7	3079					III
Mason							5	3		1				16900	9	119.8	2570					II
Maysville*		x					4	1	1	1	1		1		3.2	53.1	974			17	225	II
McCracken		x									3		1	58281	9 13	225	6524		2	19	304	I
Paducah*		x					7	4	2	1	3		1	31627	7 11	250	4601		3	32	735	I
McCreary						x	10	6	2	1					9	170	3662					III
McLean		x					7	3		1				9062	4 5	103	2152					
Meade		x					11	8	1	1	1			17600	11	152	3531			6	150	II
Menifee						x	4	2		1					2	47	1199					III
Mercer		x					4	1		1				17400	6	89.5	2050					II
Burgin*	x						2	1		1					2	24.8	502					II
Harrodsburg*		x					4	2		1	1				5	64	1270			4	69	II
Metcalfe		x												8177	4 4	84	1740					I
Monroe		x												11642	7 5	125	2444					I
Montgomery						x	7	3	1	1				17100	14	207	4159					II
Morgan		x					8	5	1	1				10400	12	122	2514					II
Muhlenberg		x					8	7		1	1			27537	7 8	225	5022			3	30	I
Central City*				x			1	1			1			3455	2 2	48	980			1	28	I
Greenville*				x			1							3845	1.5 1.5	45	900					
Nelson		x					11	7	3	1	4			24000	12	187.5	4091					II

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADC
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Bardstown *						x	3	1	1	1					5	88.6	1864			30	779	II
Nicholas		x					3	1		1				6400	3	67	1399					II
Ohio		x					9	7	1	2				18790	5 12	147	4307					I
Oldham						x	7	4	1	1	4			16200	13	259.8	5881			56	769	II
Owen		x					6	1		1				7900	6	78.3	1609					II
Owsley		x					3	1		1					3	56	1290					III
Pendleton		x					6	2	1	1				10700	7	115	2437					II
Perry		x					16	12		3					18	286	6493					III
Hazard*		x					4	2		1					5	64	1211					III
Pike		x					35	25		9					58.6	724.1	16227			3	100	III
Pikeville*		x					3	1		1	1				4	60	1245					III
Powell		x					6	3	1	1					9	97	2322					III
Pulaski		x					16	10	5	2					17	300	6858			11.3	405	III
Science Hill*				x			2	1							1	10.4	301					III
Somerset*		x					7	4	1	1					9	115	2053					III
Robertson		x					2	1		1				2200	2	26.6	469					II
Rockcastle		x					7	5		1					98	148	3100					III
Rowan		x					7	6		1	1		1	16700	10	135.5	2925					II
Russell		x					8	5		1					11	130	2792					II
Scott						x	10	7	1	1	1			18400	12	198.6	3880					II
Shelby		x					9	6	2	1				19600	11	195	4871					II
Simpson		x					9	7	1	1				13054	6 9	92	2804			3	39	I
Spencer		x					3	1		1				5500	3	61	1300					II
Taylor		x					5	2	1	1					8	124	2405					III
Campbellsville*						x	4	1	1	1					4	73	1461					III
Todd		x									1			10923	5 8	87	2298			2	64	I
Trigg		x					3	1	1	1				8620	5 6	117	2145					I
Trimble						x	5	2	1	1				5500	6	59	1360					II

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADC
	sup.	spvr.	cnsl.	lbr	te	o		Public el.	j-m	hs	Private el.	j-m	hs	Public gen'l	sch.admin	teach	pupils	Private gen'l	sch.admin	teach	pupils	
Union		x					6	3	2	1	2				4 7	175	3246		1	15	375	I
Warren		x					10	8		2	1		1	57432	11 12	323	7616		1	8	95	I
Bowling Green*		x					8	6		1	3		1	57432	6 10	209	4149		3	30	620	I
Washington		x					6	4	1	1	1			10500	6	108.2	2112			9	252	II
Wayne		x					8	5	1	1					7	131	3092					III
Monticello*						x	4	1		1					2	34	717					III
Webster		x												13282	5 6	113	2347					I
Providence*		x					1	1						4270	3 2	41	855					I
Whitley		x					15	12	1	1					17	212	4906					III
Corbin*		x					5	3		1	1		1		7	79	1541			17	280	III
Williamsburg*						x	3	1		1					2	38.5	830					III
Wolfe		x					7	3		1	1		1		7	79.3	1814			14	135	III
Woodford				x			9				1		1	15600	12	181	3724			16	220	II
Covington Dioc																						
Louisville Dioc																						
Owensboro Dioc		x																				
Ft. Campbell		x					7	4	2	1					6 8	208	4175					I
Ft. Knox				x			12															II
Vo. Ed. I							7			7				167370	18	104	16344					III
Vo. Ed. II							7			7				178660	17	79	15472					III
Vo. Ed. III							5			5				166310	14	75	14853					III
Vo. Ed. IV							6			6				198190	18	102	15910					III
Vo. Ed. V.																						
Vo. Ed. VI.																						
Vo. Ed. VII.																						
Vo. Ed. VIII.																						

DISTRICT	LDR PROFESSIONAL ROLE						SIZE TEAM	NUMBER OF SCHOOLS						TOTAL POPULATION BY CATEGORY								ADC
								Public			Private			Public				Private				
	sup.	spvr.	cnsl.	lbr	te	o		el.	j-m	hs	el.	j-m	hs	gen'l	sch.admin	teach	pupils	gen'l	sch.admin	teach	pupils	
Vo. Ed. IX															16	78	7324					
Vo. Ed. X						x									16	80	7671					
Vo. Ed. XI						x									16	107	13747					
Vo. Ed. XII						x									14	73	11769					
Vo. Ed. XIV						x	14															

TABLE 2.1.0

Anticipated Project Benefits, Third Project Year

Anticipated Project Benefit	Indicators		Quarterly Projections I	II	III	IV
1. Greater understanding in the SEA of local problems.	a. Postive response to questionnaire attached to published report of problem area	Est	50%			75%
		Actual	See Table 2.1.1			97.2% Appendix A
2. Increased disposition on the part of schools to seek information for problem solving.	a. Increases in the number of requests for information processed by the Materials Center.	Est	200 Requests	225	250 processed	300
		Actual	1,374 See Table 2.1.2	1,776	1,811	1,407 , Appendix A
	b. Indication of satisfaction with the service and intention to utilize it again as indicated by client surveys.	Est.	90%			90%
		Actual	See Table 2.1.1			97.2% , Appendix A
3. Development of a cadre of trained personnel to perform dissemination functions.	a. Successful completion of expanded training session by 70% linkage members.	E	25%	50%	60%	70%
		A	See Table 2.1.3			92.9% , Appendix A
	b. Positive perception by the local district representatives of their role.	E	80%			90%
		A	See Table 2.1.4			82.038% -2.1.7, Ap. A
4. Increased tendency on the part of schools to try out new educational practices and develop or implement improved practices.	a. Records kept on client adoptions by linkage team.	E	15 No. of adoptions	15	15	20
		A	0 See Table 2.1.8		12	32 , Appendix A
	b. Indication that materials or information received are to be used for program development or classroom enrichment.	E				N/A
		Actual	See Table 2.1.9			55.3% Direct Classroom 29.4% Direct Programs , Appendix A
5. Increased coordination of dissemination efforts within the Department.	a. Participation by all resource centers and program development units in relevant aspects of program	E				N/A
		Actual	As per State Plan			100%
6. Increased comprehensiveness of the Departmetnal resource base.	a. A decreasing number of requests judged to be outside the resource base by retrieval	Est	45%	40%	30%	20%
		tual	See Table 2.1.10			-0%

TABLE 2.1.1

QUICK RESPONSE IRU

EVALUATION SUMMARY: AUGUST 1, 1978 - JUNE 30, 1979

Evaluations Sent: 1,553

Evaluations Returned: 156

1. When do you plan to use the materials requested?*

   42 have already used
   58 will use in next three months
   1 do not plan to use
   43 will use in near future
   17 will use in next months

2. Please indicate your rating of this search by checking one of the following:

   104 excellent
   36 good
   3 fair
   0 poor
   1 unacceptable

3. Please check how you used this material:

   40 classroom
   25 curricular supplement
   54 decision making
   54 curriculum revision and/or development
   76 professional growth and development

4. Please indicate with whom you have shared these materials

   89 teachers
   88 administrators
   45 others

* Totals do not equal 100% because of mixed and multiple responses

TABLE 2.1.2

MATERIALS CENTER CONTACT REPORTS:

DESCRIBED BY MONTH FOR LAST REPORTING PERIOD, JULY 1978 and JUNE 1979

	TYPE OF SERVICE CONTACT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	MONTHLY AVERAGE
LOANED OR DISTRIBUTED	Books	36	126	76	153	113	19	78	110	83	127	37	110	1,068	89.00
	Films/Tapes	30	87	143	250	254	145	169	172	178	150	118	43	1,739	144.92
	KDE Publications	1,177	4,548	3,088	1,797	1,882	3,659	5,514	7,118	7,767	7,883	13,612	26,399	84,444	7037.00
	Non-KDE produced curriculum guides	150	186	108	73	88	11	0	13	2	0	0	0	631	52.58
	Magazine and Journal Articles	389	1,200	827	1,084	582	441	669	1,394	1,249	1,007	597	832	10,271	855.92
	Newspaper Clippings	464	572	458	633	464	408	314	432	399	501	575	557	5,777	481.42
	Special Literature Searches	39	67	81	142	44	34	43	80	72	57	63	76	798	66.5
	ERIC Hand Searches	1	5	1	3	0	0	0	0	0	30	1	1	42	3.5
	Microfiche Duplicates	3	9	1	0	0	5	15	14	0	3	0	0	50	4.17
	Microfiche Hard Copy	90	130	9	65	0	0	0	0	4	0	3	0	301	25.06
A-V Equipment Loaned		39	62	42	44	51	21	19	44	46	16	20	47	451	37.58
Transparencies Produced		243	873	360	702	13	16	100	118	75	58	39	168	2,765	230.42

TABLE 2.1.2
MATERIALS CENTER CONTACT REPORTS: (Continued)

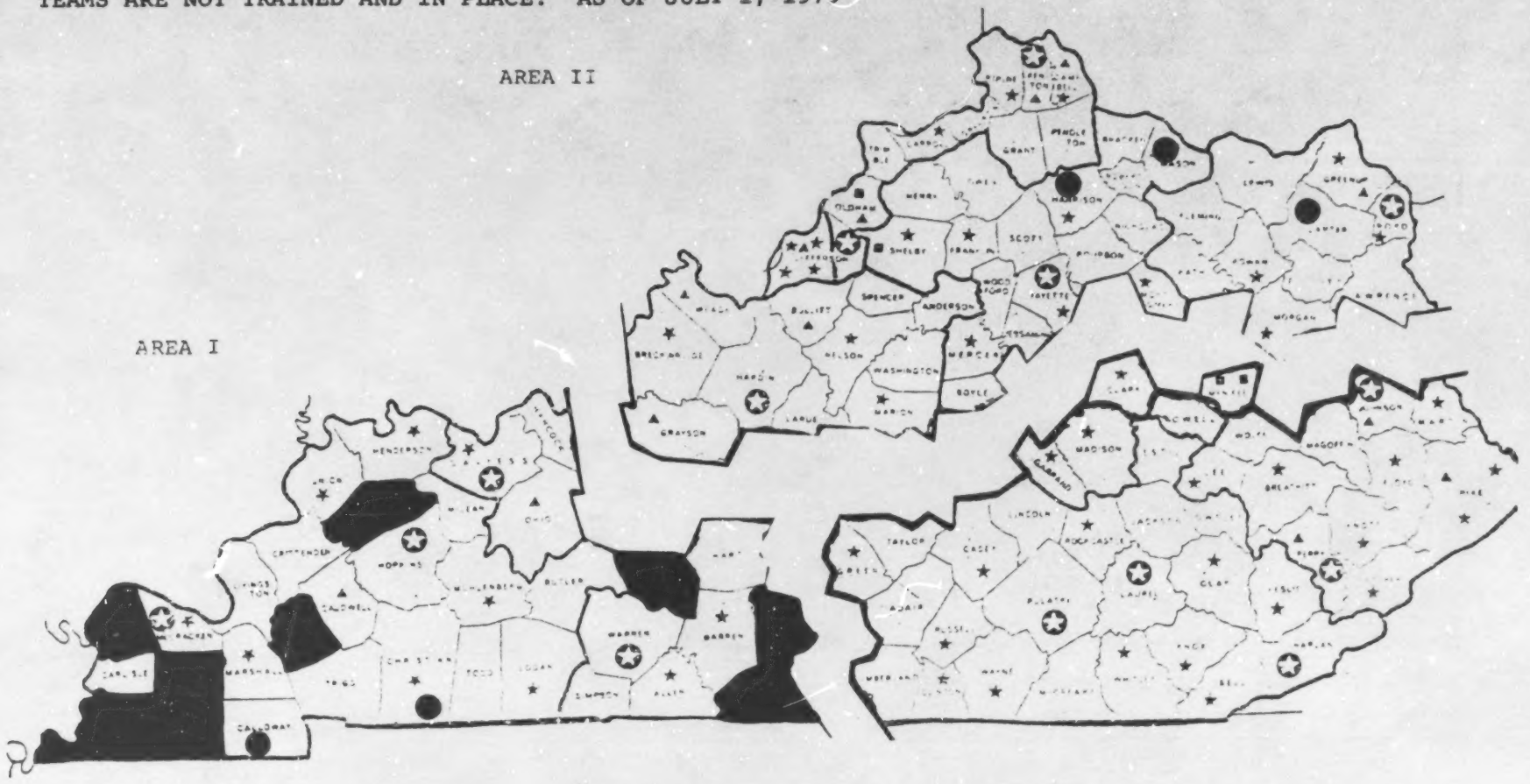
TYPE OF SERVICE CONTACT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	MONTHLY AVERAGE
Visitors to Center who used services but did not require loan	491	634	487	369	350	211	367	392	361	231	198	353	4,444	370.33
Total Impact Points	3,752	8,499	5,681	5,315	3,841	4,970	7,288	9,847	10,236	10,063	15,263	28,586	112,781	9,398.42
Center Requests as Category	253	634	487	810	567	398	510	665	636	432	482	493	6,358	529.83

TABLE 2.1.3

COUNTY DISTRICTS AND INDEPENDENT DISTRICTS WHERE DISSEMINATION TEAMS ARE NOT TRAINED AND IN PLACE: AS OF JULY 1, 1979

AREA II

AREA I



AREA III

Area I	Area II	Area III
Mose Dunning P.O. Box 644 Hopkinsville, KY 42240 (502)585-1441	Larry Davis 2217 Capital Plaza Tower Frankfort, KY 40601 (502)564-4743	Lynn Stidham 2217 Capital Plaza Tower Frankfort, KY 40601 (502)564-4743

TABLE 2.1.4

STATE CUME LDR DISSEMINATION ACTIVITY REPORT:

DESCRIBED BY MONTH OVER LAST REPORTING PERIOD

PERIOD	POTENTIAL CLIENTS FOR PERIOD	POTENTIAL CONTACT GOAL FOR PERIOD	ACTUAL LDR CONTACTS	STATE LDR EFFORT (RE) Scale 0.0 to 100.00	ADJUSTED STATE EFFORT (ADCE) Scale 0.0 to 100.00	AVERAGE CONTACTS PER DAY (CPD)
April-Sept. 1978 First Base Line	196	646	234	50.746	70.746	.897
October-Nov. 1978 Second Base Line	196	196	231	121.923	128.59	1.225
December 1978	196	196	144	77.783	87.783	.777
January 1979	196	196	157	77.793	87.126	.777
February 1979	196	196	172	82.063	93.730	.820
March 1979	196	196	159	80.90	92.566	.809
April 1979	196	196	137	68.966	80.633	.689
May 1979	198	198	98	47.7	59.366	.318
June 1979	198	198	125	61.40	73.066	.614
Average after Base Line			141.714	70.943	82.038	.686

TABLE 2.1.5

REGION I LDR DISSEMINATION ACTIVITY REPORT:

DESCRIBED BY MONTH OVER LAST REPORTING PERIOD

PERIOD	POTENTIAL CLIENTS FOR PERIOD	PCTENTIAL CONTACT/ GOAL FOR PERIOD	ACTUAL LDR CONTACTS	REGIONAL EFFORT (RE)	ADJUSTED EFFORT (ADCE)	AVERAGE CONTACTS PER DAY (CPD)	ABOVE OR BELOW ADJUSTED STATISTICAL EFFORT		
							CPD	RE	ADCE
April-Sept. 1978 First Base Line	53	204	38	18.63	23.63	.7451	-.1528	-32.11	-47.11
Oct-Nov. 1978 Second Base Line	53	53	13	24.52	24.52	.25	-.976	-97.40	-104.07
December 1978	53	53	46	86.8%	91.8	.868	.090	9.02	4.2
January 1979	53	53	21	39.70	44.70	.397	-.381	-38.09	-42.43
February 1979	53	53	3	5.66	10.66	.0566	-.7644	-76.40	-83.07
March 1979	53	53	40	75.4	80.4	.754	-.055	-5.5	-12.2
April 1979	53	53	29	54.7	59.7	.547	-.143	-14.3	-20.9
May 1979	53	53	12	22.6	27.6	.226	-.251	-25.1	-31.8
June 1979	53	53	11	20.7	25.7	.207	-.407	-40.7	-47.4
Average After Base Line			23.142	43.65	48.651	.436	-.273	-27.295	-33.371

TABLE 2.1.6

REGION II LDR DISSEMINATION ACTIVITY REPORT:

DESCRIBED BY MONTH OVER LAST REPORTING PERIOD

PERIOD	POTENTIAL CLIENTS FOR PERIOD	POTENTIAL CONTACT/ GOAL FOR PERIOD	ACTUAL LDR CONTACTS	REGIONAL EFFORT (RE)	ADJUSTED EFFORT (ADCE)	AVERAGE CONTACTS PER DAY (CPD)	ABOVE OR BELOW ADJUSTED STATISTICAL REPORT		
							CPD	RE	ADCE
April-Sept. 1978 First Base Line	84	328	67	20.45	65.45	.8171	-.0808	-30.29	- 5.29
Oct-Nov. 1978 Second Base Line	84	84	56	66.67	81.67	.68	-.546	-55.25	-46.92
December 1978	84	84	42	50.00	75.00	.50	-.278	-27.80	-12.60
January 1979	84	84	73	86.90	106.90	.869	.091	9.11	19.77
February 1979	84	84	91	108.33	128.33	1.083	.262	26.27	34.60
March 1979	84	84	68	80.9	100.9	.809	.000	.000	8.3
April 1979	84	84	61	72.6	92.6	.726	.036	3.6	12.0
May 1979	84	84	50	59.5	79.5	.595	.118	11.8	20.1
June 1979	84	84	52	61.9	81.9	.619	.005	.5	8.8
Average After Base Line			62.428	74.304	95.018	.743	.003	3.354	12.995

TABLE 2.1.7

REGION III LDR DISSEMINATION ACTIVITY REPORT:

DESCRIBED BY MONTH OVER LAST REPORTING PERIOD

PERIOD	POTENTIAL CLIENTS FOR PERIOD	POTENTIAL CONTACT/ GOAL FOR PERIOD	ACTUAL LDR CONTACTS	REGIONAL EFFORT (RE)	ADJUSTED EFFORT (ADCE)	AVERAGE CONTACTS PER DAY (CPD)	ABOVE OR BELOW ADJUSTED STATISTICAL REPORT		
							CPD	RE	ADCE
April-Sept. 1978 First Base Line	59	114	129	113.16	123.16	1.1316	.2337	52.42	52.42
Oct-Nov. 1978 Second Base Line	59	59	162	274.58	279.58	2.746	1.520	152.66	150.99
December 1978	59	59	56	96.55	96.55	.965	.187	18.77	8.95
January 1979	59	59	63	109.78	109.78	1.067	.289	28.99	22.65
Feburary 1979	59	59	78	142.20	142.20	1.322	.501	50.14	48.47
March 1979	59	59	51	96.4	96.4	.864	.055	5.5	3.8
April 1979	59	59	47	89.6	89.6	.796	.106	10.6	9.0
May 1979	61	61	36	71.0	71.0	.610	.133	13.3	11.6
June 1979	61	61	62	111.6	111.6	1.016	.402	40.2	38.5
Average After Base Line			56.142	94.875	102.447	.948	.239	23.928	20.424

TABLE 2.1.8

CUMULATIVE AREA DISSEMINATION COORDINATOR CONTACT REPORT:

DESCRIBED BY MONTH FOR LAST REPORTING PERIOD, OCTOBER 1978 and JUNE 1979

	TYPE OF LINKAGE CONTACT	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	MONTHLY AVERAGE
DIRECT ASSISTANCE	Teachers Assisted	86	92	137	32	24	53	47	198	84	10	763	76.3
	Administrators Assisted	115	115	41	123	149	126	89	69	51	89	967	96.7
	LDRs/Linkage Teams Assisted	59	147	154	143	141	130	113	96	79	87	1,149	114.9
	Superintendents Assisted	16	35	7	7	16	9	14	15	8	8	135	13.5
	Assistant Superintendents Assisted	3	13	4	5	27	3	7	13	8	4	87	8.7
	Other Assisted	29	20	20	5	40	13	21	28	12	19	207	20.7
INDIRECT	Requests Received	73	152	159	28	41	153	287	160	117	176	1,346	134.6
	Referrals Made	29	48	73	25	37	97	246	71	115	169	910	91.0
	Arrange Demonstrations of Products	9	6	1	4	3	5	4	7	7	18	64	6.4

TABLE 2.1.8

CUMULATIVE AREA DISSEMINATION COORDINATOR CONTACT REPORT (Continued)

	TYPE OF LINKAGE CONTACT	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	MONTHLY AVERAGE
OUTREACH	Products Obtained	4	38	4	1	1	3	0	2	0	0	53	5.3
	Info Packets Reviewed	18	17	2	4	0	1	1	2	3	0	48	4.8
	Workshops Presented	6	4	6	3	2	6	14	8	9	3	61	6.1
	IPs Requested by ADCs	6	5	4	0	2	0	6	4	0	6	33	3.3
	IPs Received by ADCs	0	0	0	2	0	0	0	0	0	0	2	0.2
	Special Programs Coordinated	1	0	0	1	12	12	2	2	2	3	35	3.5
	Total Impact Points	454	692	612	383	495	611	851	675	495	592	5,860	586.0

TABLE 2.1.9

TITLES OF REQUESTERS

SERVED BY INFORMATION RETRIEVAL:

DESCRIBED BY MONTH OVER LAST PROJECT YEAR

MONTH	TEACHERS	COUNSELORS	KDE STAFF	PRINCIPALS	LIBRARIANS	SUPERVISORS	SUPERINTENDENTS	OTHER LEA	MISCELLANEOUS
JULY 1978	25	1	26	3	2	3	3	0	2
AUGUST	34	3	15	3	15	6	1	5	3
SEPTEMBER	44	11	12	8	13	10	9	20	8
OCTOBER	66	12	18	17	17	14	10	26	11
NOVEMBER	81	20	9	16	19	15	7	8	0
DECEMBER	27	12	4	4	9	10	2	13	0
JANUARY, 1979	24	1	23	2	3	10	4	9	5
FEBRUARY	70	8	26	3	14	10	0	7	17
MARCH	165	10	10	12	45	15	0	13	17
APRIL	45	2	14	5	11	7	57	5	3
MAY	58	5	19	3	14	7	0	4	4
JUNE	53	17	8	5	17	62	4	12	0
TOTALS	692	102	184	78	179	169	97	122	70
PERCENT-AGE OF TOTAL SERVED N=1,693	40.8%	6.0%	10.8%	4.6%	10.5%	9.9%	5.7%	7.2%	4.1%

* Board Members, College Faculty, etc. Social Workers, LRC

TABLE 2.1.10

LOCKHEED

DATA BASE USE

8/1/78 to 8/31/78	CONNECT HOURS
ERIC	15.256
CHEM ABS	0.074
NTIS	0.500
AGRICOLA	0.087
PSY ABS	0.145
FOUNDATION DIRECTORY	0.182
COMP DISSERTATION ABS	0.034
NICEM	0.084
MAGAZINE INDEX	0.591
ECER	0.844

9/1/78 to 9/30/78	CONNECT HOURS
ERIC	19.208
NITS	0.672
COMPENDEX	0.151
AIM/ARM	0.025
PSY ABS	0.699
PTS MARKET INDEX	0.031
FEDERAL INDEX	0.048
FOUNDATION GRANTS	0.083
COMP DISSERTATION ABS	0.055
NICEM	0.261
MAGAZINE INDEX	0.250
PIRA	5.025

10/1/78 to 10/31/78	CONNECT HOURS
ERIC	14.869
NTIS	0.509
PSY ABS	0.051
FOUNDATION DIRECTORY	0.150
FOUNDATION GRANTS	0.180
COMP DISSERTATION ABS	0.039
LLBA	0.035
SOCIOLOGICAL ABS	0.047
MAGAZINE INDEX	0.413
ECER	0.213

11/1/78 to 11/30/78	CONNECT HOURS
ERIC	16.447
NTIS	0.627
PSYABS	0.222
COMP DISSERTATION ABS	0.057
MAGAZINE INDEX	0.265

LOCKHEED

DATA BASE USE

12/1/78 to 12/31/78	CONNECT HOURS
ERIC	5.105
NTIS	0.254
PSY ABS	0.056
FEDERAL INDEX	0.077
HISTORICAL INDEX	0.119
MAGAZINE INDEX	0.230

1/1/79 to 1/31/79	CONNECT HOURS
ERIC	12.227
NTIS	0.326
AIM/ARM	0.024
PSY ABS	0.008
COMP DISSERTATION ABS	0.127
SOCIOLOGICAL ABS	0.025
HISTORICAL ABS	0.090
MAGAZINE INDEX	0.433
PIRA	0.063
GEOARCHIVE	0.101

2/1/79 to 2/28/79	CONNECT HOURS
ERIC	13.922
NTIS	0.594
PSY ABS	0.108
ABI/INFORM	0.353
FEDERAL INDEX	0.318
FEDERAL INDEX WEEKLY	0.065
FOUNDATION GRANTS	0.084
LLBA	0.158
SOCIOLOGICAL ABS	0.138
MAGAZINE INDEX	0.550
ECER	0.034
GPO	0.088
NICSEM	0.024
MLA BIBLIO	0.141

3/1/79 to 3/31/79	CONNECT HOURS
ERIC	21.277
NTIS	0.676
PSY ABS	0.172
COMP DISSERTATION ABS	0.112
LLBA	0.072
AMERICAN HISTORY AND LIFE	0.142
HISTORICAL ABS	0.222
MAGAZINE INDEX	0.949
PIRA	0.020
ECER	0.145

LOCKHEED

DATA BASE USE

4/1/79 to 4/30/79	CONNECT HOURS
ERIC	16.044
NTIS	0.297
SOCIAL SCI SEARCH	0.028
PSY ABS	0.140
ABI/INFORM	0.385
COMP DISSERT ABS	0.034
MAGAZINE INDEX	0.204
MLA BIBLIO	0.033

5/1/79 to 5/31/79	CONNECT HOURS
ERIC	11.932
NTIS	0.496
AIM/ARM	0.066
PSY ABS	0.130
FEDERAL INDEX	0.159
COMP DISSERTATION INDEX	0.430
LLBA	0.023
SOCIOLOGICAL ABS	0.068
AMERICAN HISTORY AND LIFE	0.076
HISTORICAL ABS	0.216
MAGAZINE INDEX	0.553
PIRA	0.031
ECER	0.189
PHILOSOPHER INDEX	0.119
FROST/SULLIVAN DM	0.187
USDA/CRIS	0.119
PTS	0.320
ECON ABS	0.155
USPSD	0.202
NEWS PAPER INDEX	0.561

6/1/79 to 6/30/79	CONNECT HOURS
ERIC	10.687
NTIS	0.251
SOCIAL SCISEARCH	0.015
PSY ABS	0.083
ABI/INFORM	0.157
COMP DISSERTATION ABS	0.542
LLBA	0.045
SOCIOLOGICAL ABS	0.055
AMERICAN HISTORY AND LIFE	0.073
MAGAZINE INDEX	0.300
ECER	0.318
ARTBIB MODERN	0.309
GPO MONTHLY	0.045
ENERGY LINE	0.134
CONF PAPERS INDEX	0.033
PTS STAT	0.041
PTS ANNUAL	0.046
PTS INTL	0.072

TABLE 2.1.11

COMPUTERIZED INFORMATION SEARCHES PROCESSED:

DESCRIBED BY MONTH OVER THE PROJECT PERIOD

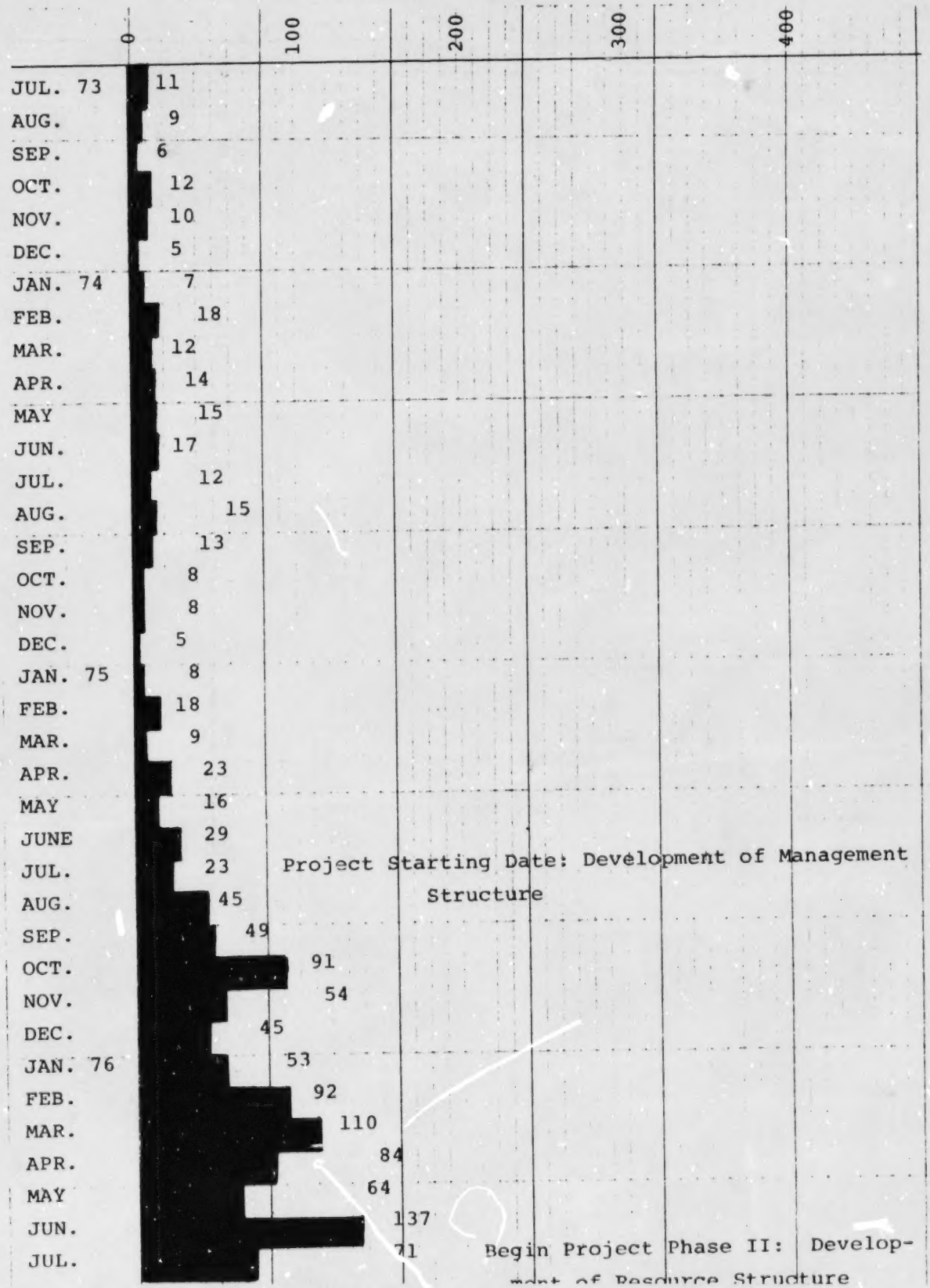
MONTH	NUMBER OF REQUESTS PROCESSED BY RETRIEVAL*						
	1973	1974	1975	1976	1977	1978	1979
JANUARY		7	8	53	19	36	84
FEBRUARY		18	18	92	80	67	167
MARCH		12	9	110	103	80	597
APRIL		14	23	84	50	52	296
MAY		15	16	64	103	62	223
JUNE		17	29	137	105	36	361
JULY	11	12	23	71	41	66	Project ends
AUGUST	9	15	45	142	62	86	
SEPTEMBER	6	13	49	148	101	144	
OCTOBER	12	8	91	121	237	227	
NOVEMBER	10	8	54	99	110	227	
DECEMBER	5	5	45	30	28	95	
TOTAL	53	144	410	1151	1039	1178	1728

TOTAL FOR PERIOD	5,703
PRE PROJECT PERIOD	300
POST PROJECT PERIOD	5,203

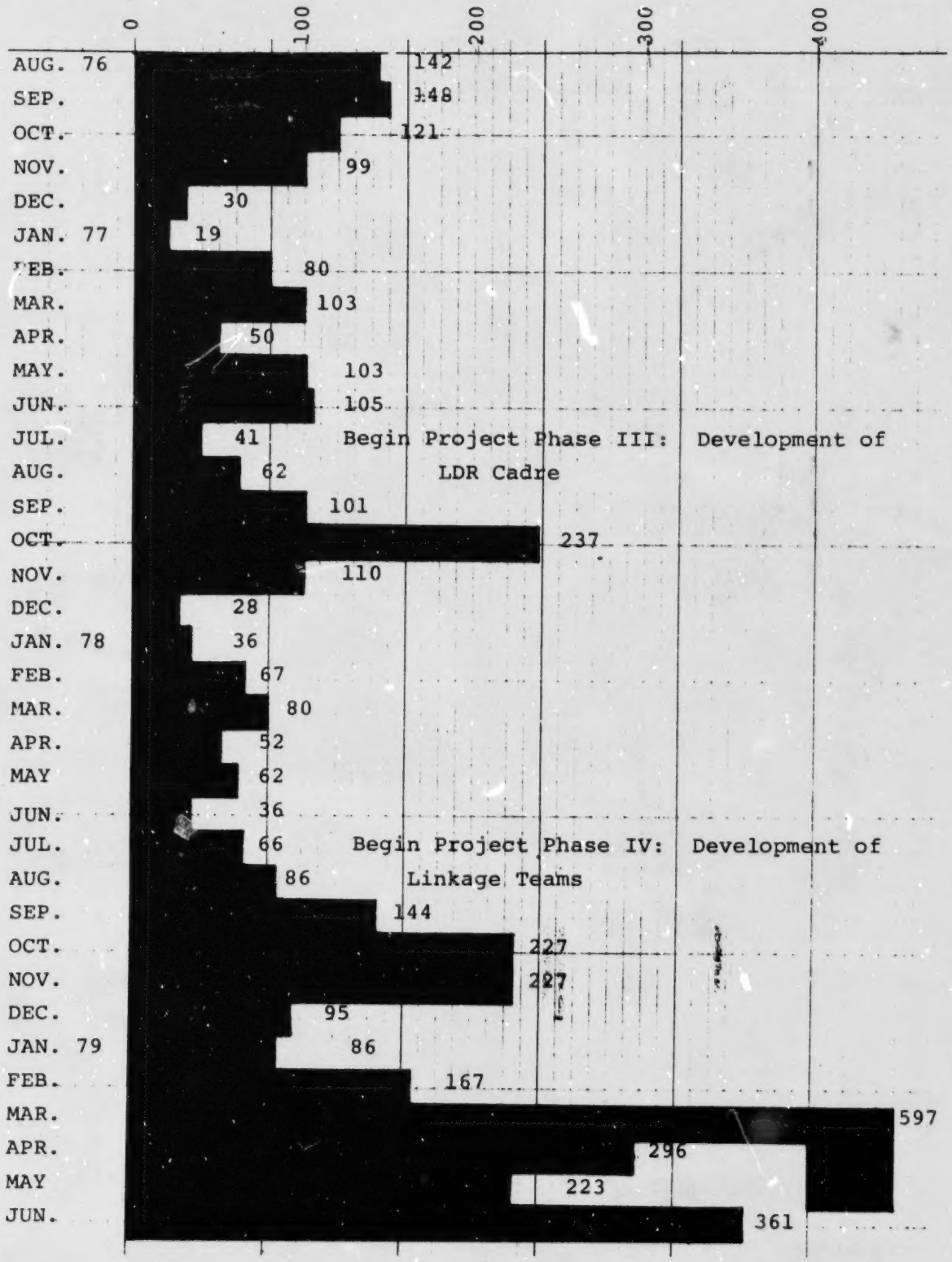
* Records of Requests Processed do not go back further than July, 1973.

Graph 2.1.12

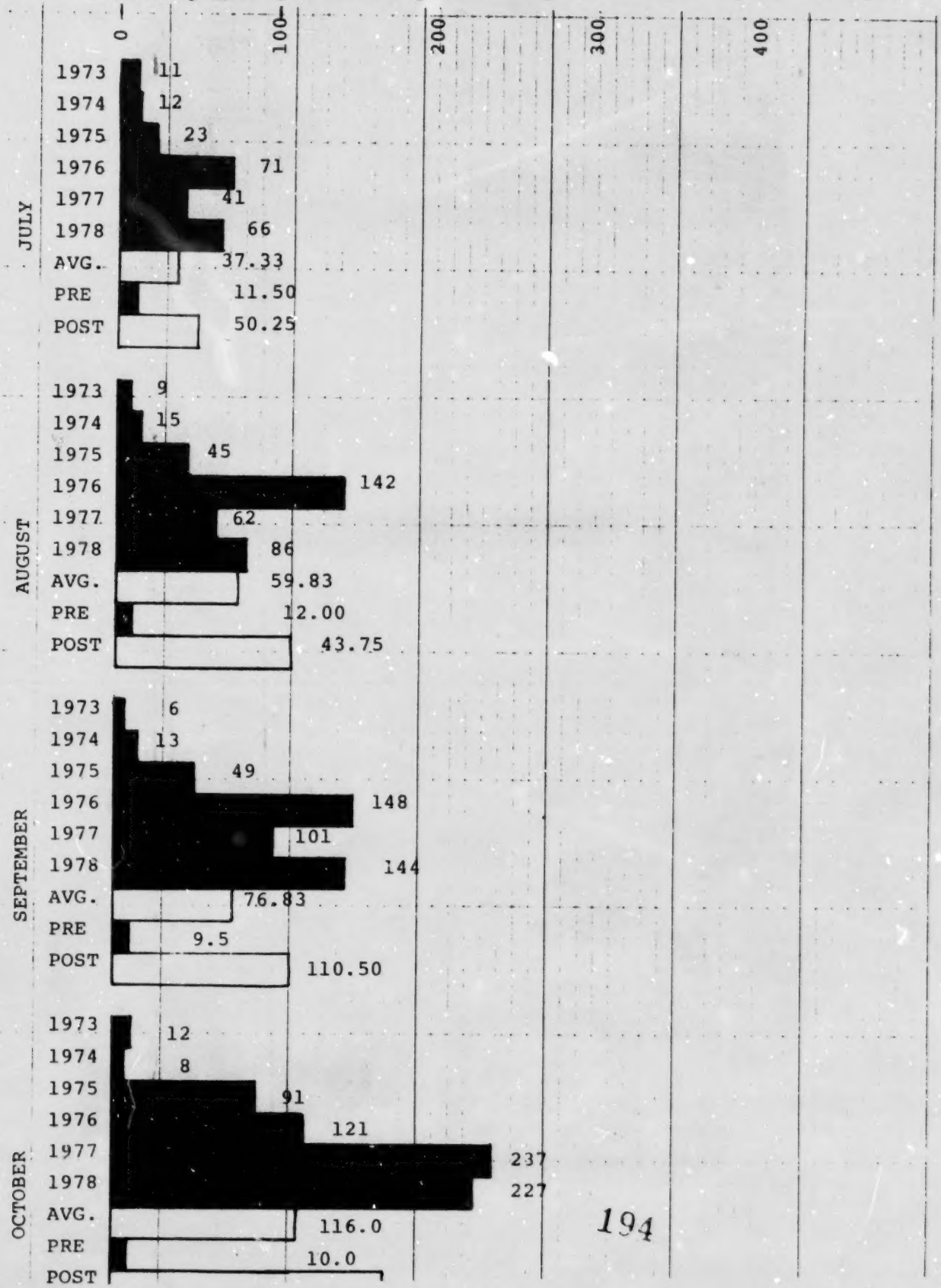
COMPUTERIZED INFORMATION SEARCHES BY MONTH OVER THE PROJECT PERIOD

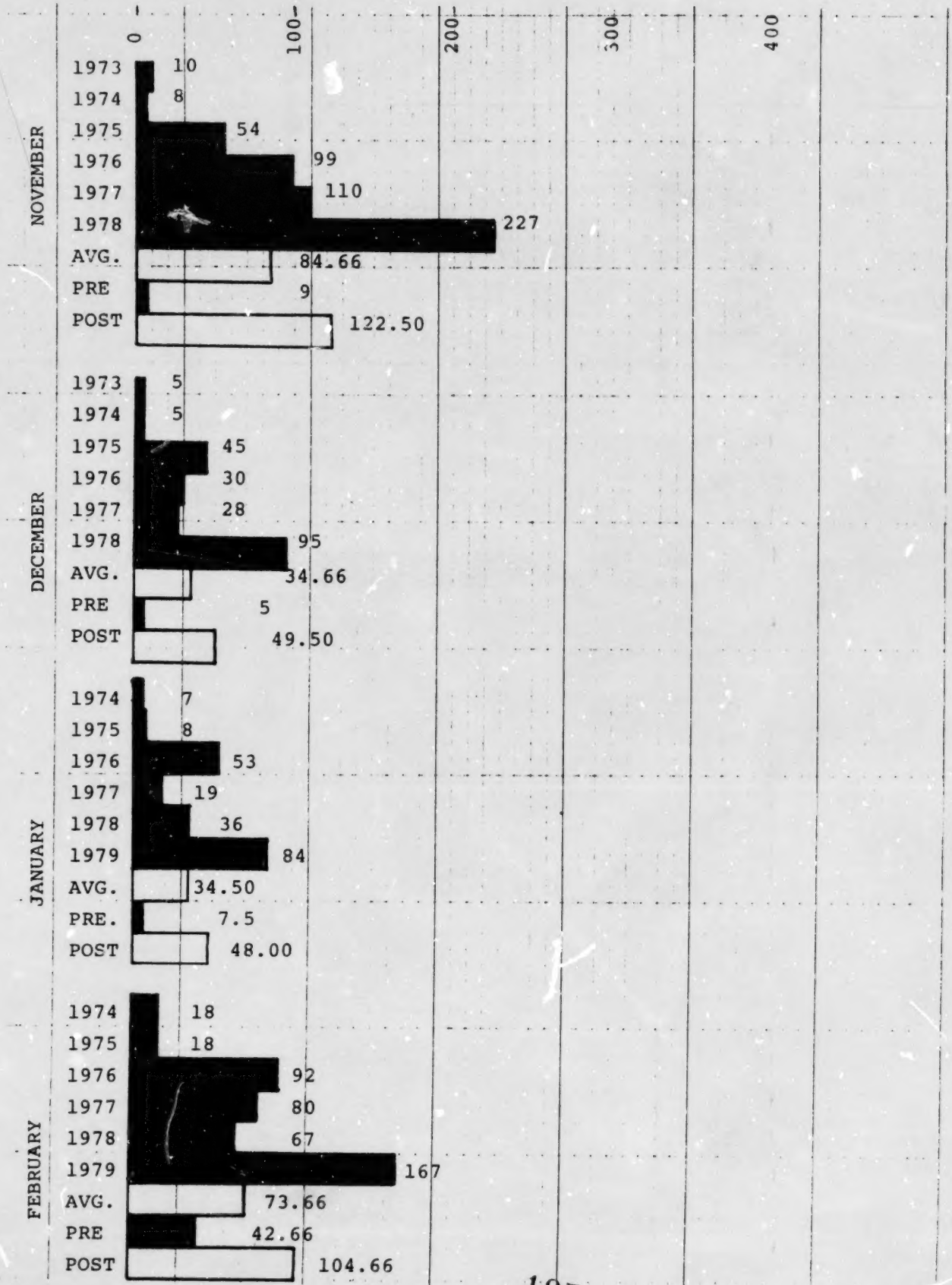


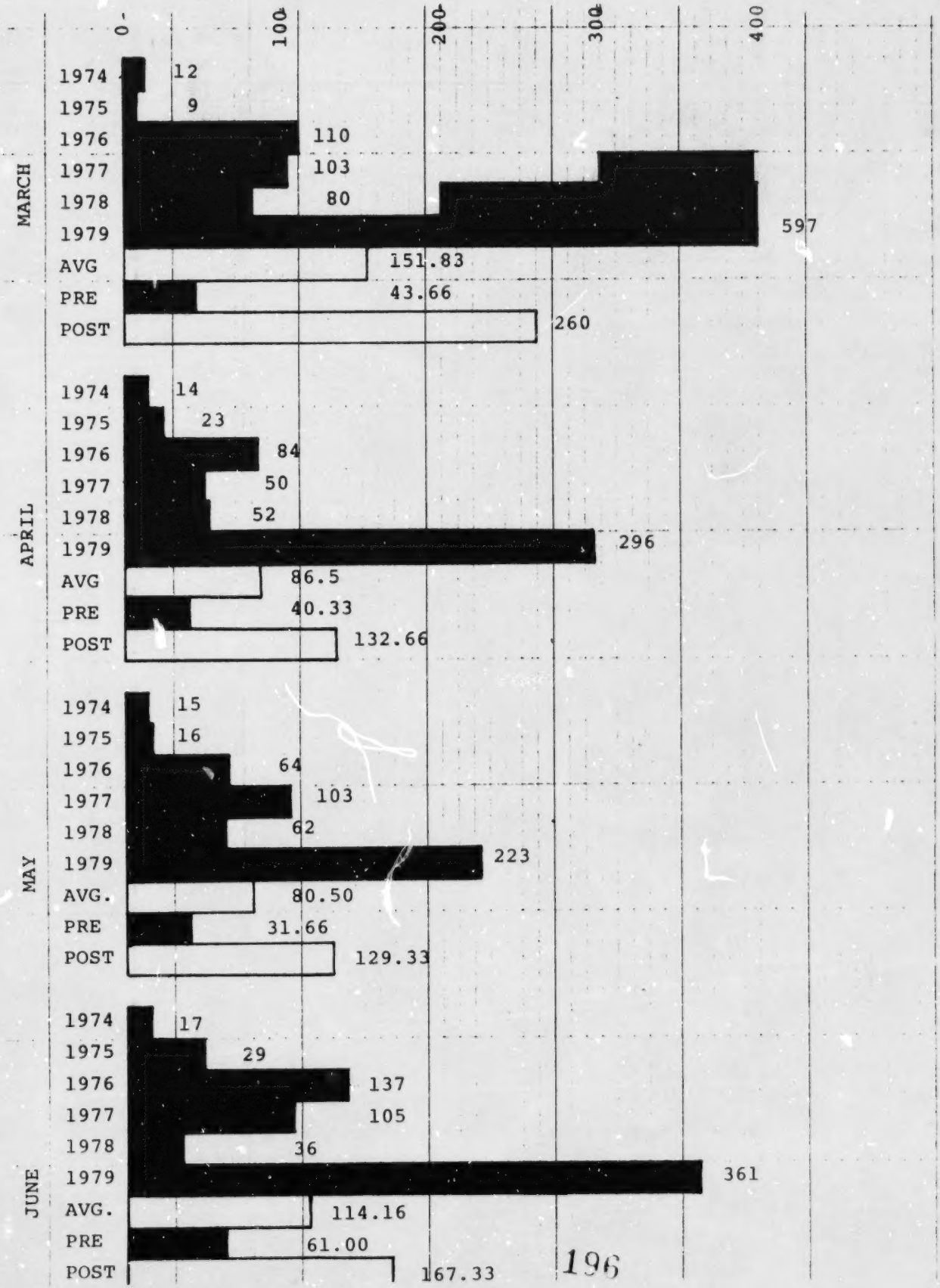
Graph 2.1.12 (Cont.)



Graph 2.1.13: Computerized Information Retrieval Described by Month: Including Average, Pre-Project Average and Post Project Average

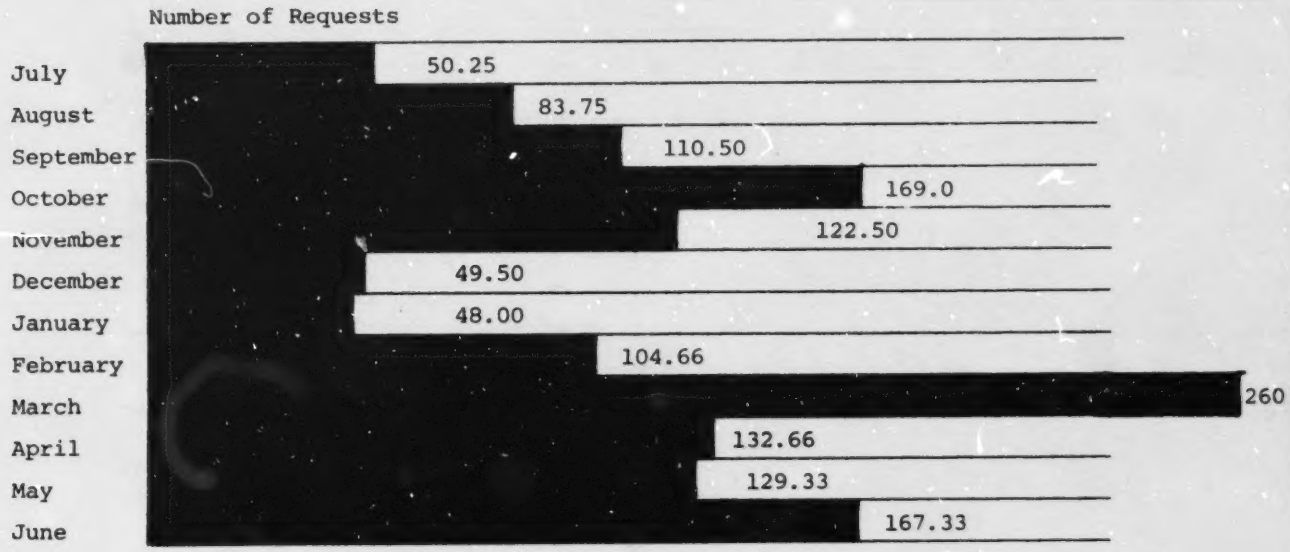



0
100
200
300
400
NOVEMBER
1973 10
1974 8
1975 54
1976 99
1977 110
1978 227
AVG. 84.66
PRE 9
POST 122.50
DECEMBER
1973 5
1974 5
1975 45
1976 30
1977 28
1978 95
AVG. 34.66
PRE 5
POST 49.50
JANUARY
1974 7
1975 8
1976 53
1977 19
1978 36
1979 84
AVG. 34.50
PRE. 7.5
POST 48.00
FEBRUARY
1974 18
1975 18
1976 92
1977 80
1978 67
1979 167
AVG. 73.66
PRE 42.66
POST 104.66


0-
100
200
300
400
MARCH
1974 12
1975 9
1976 110
1977 103
1978 80
1979 597
AVG 151.83
PRE 43.66
POST 260
APRIL
1974 14
1975 23
1976 84
1977 50
1978 52
1979 296
AVG 86.5
PRE 40.33
POST 132.66
MAY
1974 15
1975 16
1976 64
1977 103
1978 62
1979 223
AVG. 80.50
PRE 31.66
POST 129.33
JUNE
1974 17
1975 29
1976 137
1977 105
1978 36
1979 361
AVG. 114.16
PRE 61.00
POST 167.33

GRAPH 2.1.14

COMPUTERIZED INFORMATION RETRIEVAL DESCRIBED BY AVERAGE SEASONAL FLUCTUATION



Average Year total: 1,427.48

1/2 inch = 20

TABLE 2.1.15

MATERIALS DISTRIBUTED BY INFORMATION RETRIEVAL

DESCRIBED BY MONTH OVER LAST PROJECT YEAR

MONTH	MICROFICHE DOCUMENTS	HARDCOPY	JOURNAL PAGES
July, 1978	230	2.132	66
August	161	2,239	73
September	155	2,866	91
October	261	1,204	58
November	253	2,265	19
December	257	1,166	31
January, 1979	104	1,480	24
February	152	4,766	10
March	152	3,794	26
April	213	3,555	20
May	289	2,347	10
June	201	1,915	7
TOTAL	2,428	29,729	435

TABLE 2.1.16

CUMULATIVE TOTAL REQUEST POINTS: DESCRIBED BY

MONTH FOR LAST REPORTING PERIOD, JULY 1978 THROUGH JUNE 1979

PROGRAM COMPONENT		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	MONTHLY AVERAGE
Information Retrieval Services Requests		66	86	144	227	227	95	84	167	597	296	223	361	2,573	214.42
Dissemination and Linkage Services	LDR	*	*	234	*	231	144	157	172	159	137	98	125	1,457	161.89
	LEA	**	**	**	692	612	383	495	611	851	675	495	592	5,860	586.0
Materials Center Requests		253	634	487	810	567	398	510	665	636	432	482	493	6,358	529.83
Total Program Contacts		319	720	865	1,729	1,637	1,020	1,246	1,615	2,243	1,540	1,298	1,571	16,248	1,316.92

* Data not taken by month over baseline period. See Table

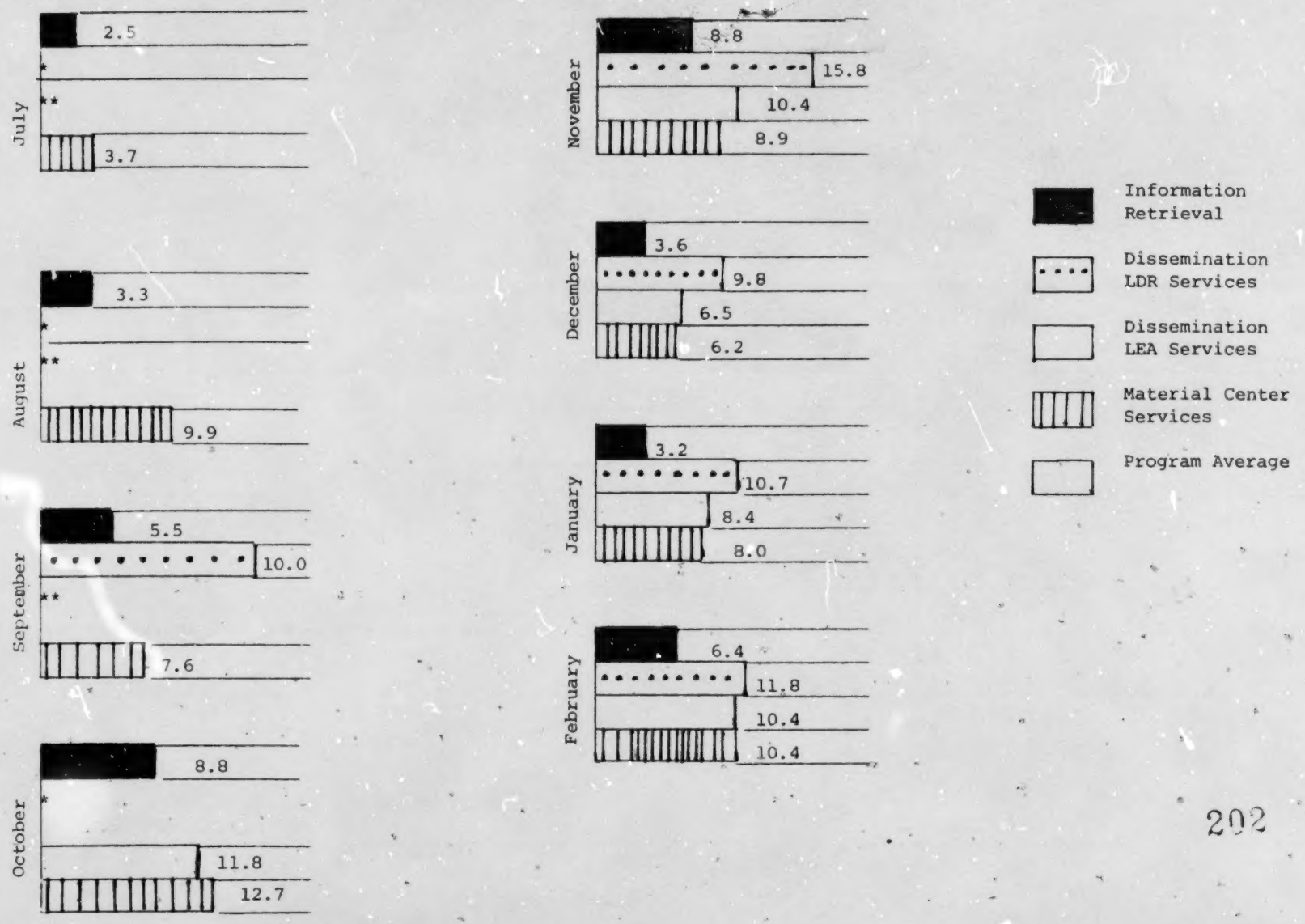
** Data nor reported prior to October 1, 1979. See Table

Graph 2.1.17

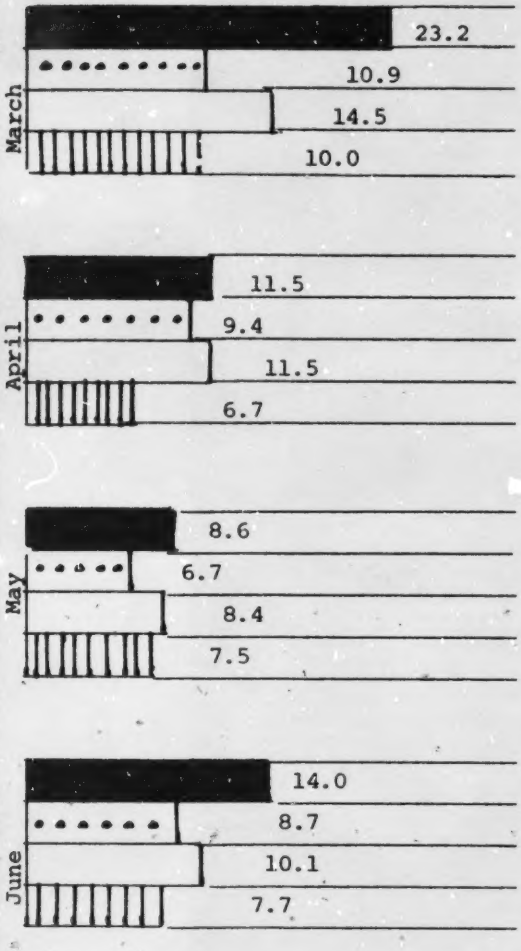
1/2 inch = 5

COMPARISON OF PROGRAM CONTACTS:

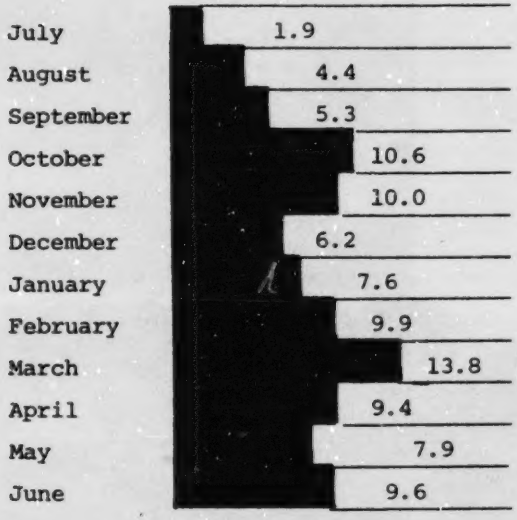
DESCRIBED AS A PERCENTAGE OF CONTACTS BY MONTH FOR THE LAST REPORTING PERIOD



Graph 2.1.17 (Cont.)



PROGRAM AVERAGE

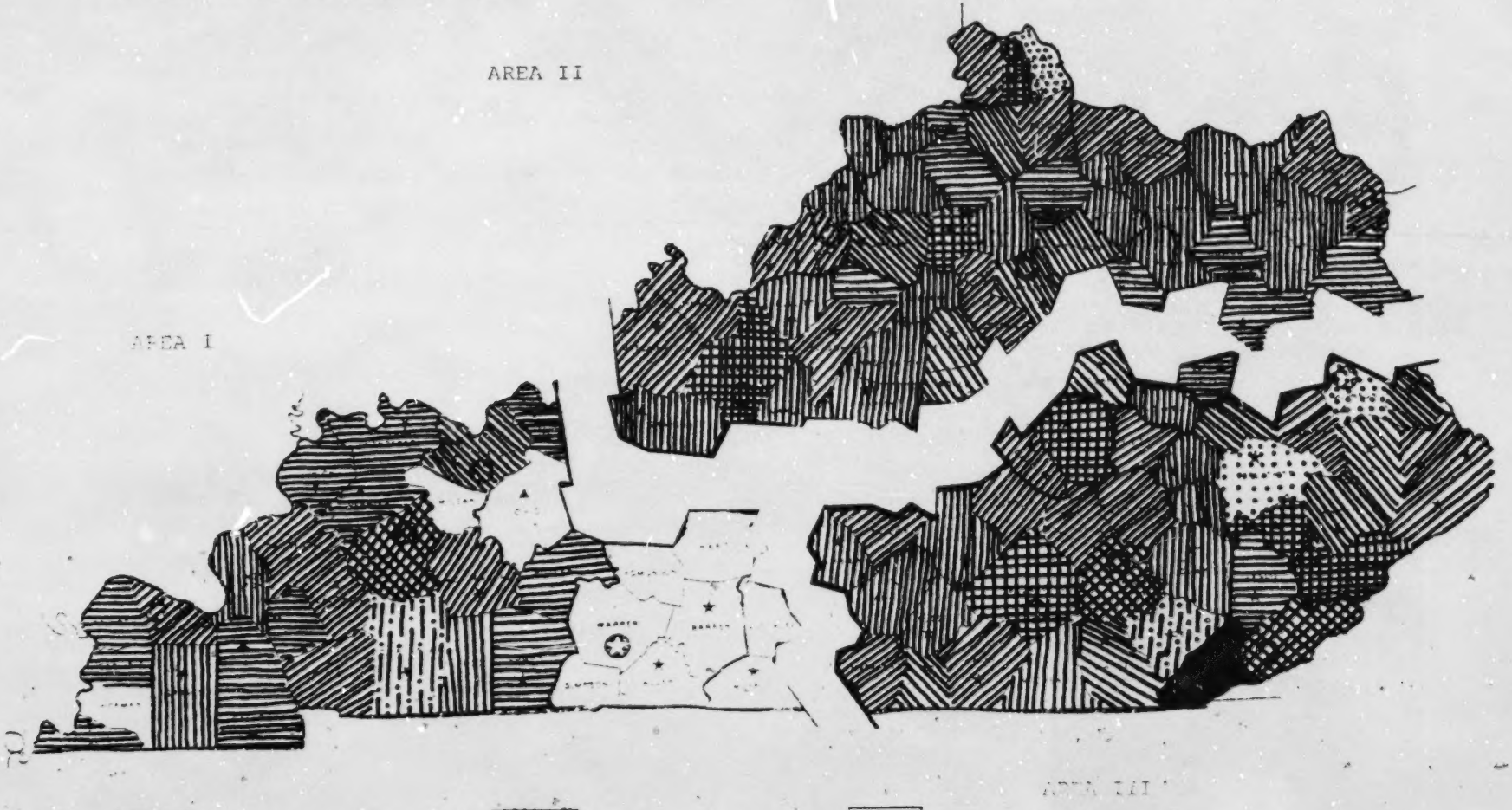


* Data Not taken by month over baseline period. See Table ___

** Data not reported prior to October 1, 1979. See Table ___

TABLE 2.1.18

TOTAL NUMBER OF CONTACTS MADE IN COUNTY DISTRICTS AND INDEPENDENT DISTRICTS AS OF JULY 1, 1979



APPENDIX B

Mini-List Samples

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SELECTED BIBLIOGRAPHY SERIES

PRESCHOOL CHILDREN SCREENING DEVICES

ED149875

Finding and Screening Children in Rural Areas: Finding a Needle in a Haystack.

Kurtz, P. David; Lamb, Karen

14 Apr 77 17p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Atlanta, Georgia, April 14, 1977)

In an effort to develop a model for identifying handicapped preschoolers in rurally scattered communities, a Pennsylvania community was selected for study. Results were: of the 214 children initially identified, 172 were screened, 11.6% of which had abnormal or questionable DDST results with 35% of those failing a second DDST; the correctly identified children came from 4 find-effort groups: mailing only (43%), no response after mailing, so phoned (14%), home visit (14%), and screening on the extra fourth day (29%).

ED147320

Test Analyses: Screening and Verification Instruments for Preschool Children. Volume II.

Pennsylvania State Dept. of Education, Harrisburg.

77 313p.; For related document, see ED135856

This is the second of two volumes developed by Project CONNECT in order to enable local program personnel to determine the appropriateness of a test for a particular child. For 7[illegible] preschool tests the following information is presented, when available: title, whether

Kentucky Department of Education

ED109225

The Preschool Rating Scale.

Barker, William F.; and Others

Apr 75 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C. March 31-April 2, 1975)

The preschool Rating Scale (PRS) consists of twenty Guttman scaled items which assess a preschool child's personal-social development. Norms are available for six groups from 35 to 71 months of age (N = 1,040 children.) Based upon the ratings of 125 children by two groups of raters, the average of interrater correlation coefficient estimates was .74. The usual types of judgmental validity (constructor, user and face) have been obtained. The predictive validity was determined by a discriminate analysis. Inferential validity is indicated by noting that the mean score increases as older age groups are examined. These analyses indicate that the PRS can classify children as typical or non-typical with a high degree of accuracy.

ED087803

Preschool Behavioral Classification Project.

Baker, Robert P.

73 12p.; Paper presented at the American Psychological Association Convention (Montreal, Canada, 1973)

Children who are referred to mental health clinics in the preschool years pose problems for diagnosticians because of the lack of standardized instruments for assessing personality and measuring behavior of preschoolers. In response to this problem, the Children's Behavioral Classification Project has been extended into the preschool years and the Preschool Behavioral Classification Project form (PBCP) has been developed. When completed, the PBCP contained 268 behavioral items and five demographic variables (age, sex, race, socio-economic level, and clinic-nonclinic status). The PBCP was then administered to the 1350 parents. Twenty-two major factors were produced in the statistical analysis.

ED074672

Methods and Results of an Every-Child Program for the Early Identification of Developmental Dificits.

Jackson, Robert M.; and Others

73 13p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/DE), Washington, D. C.

The report examined a pilot program for the early identification of developmental deficits by a multidiscipline team of psychologists, educators, and medical personnel. The team conducted a community wide project designed to establish contact with and evaluate the developmental progress of all preschool children in a low income rural school district.

(Detach and mail)

Please send copies of the following items on microfiche to me at the address indicated.

____ ED149875
____ ED147320
____ ED145966
____ ED137404
____ ED135856
____ ED131915
____ ED119844
____ ED109225
____ ED087803
____ ED074672

Name _____

School _____

Address _____

City _____ Zip Code _____

Please print or type. This is your return mailing label.

the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. Test title and author indexes for both volumes are included.

ED145966

A Pre-Kindergarten Screening.

Casey, Jean Marie

Jan 76 58p.

This paper describes the development and use of the Casey-Monahan Screening Instrument, designed to assess kindergarten readiness. The instrument consisted of various tests and evaluation procedures chosen from previously published tests. The instrument was designed to measure ability in five areas: (1) motor integration and motor development, (2) visual-motor coordination, (3) auditory discrimination and perception, (4) visual motility and eye dominance, and (5) social and intellectual development. In addition to a description of the use of the screening instrument, the paper includes a review of the literature on readiness and readiness evaluation.

ED137404

Preschool Preposition Test: A Preliminary Report.

Aaronson, May; Phillips, Julie

Apr 77 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).

The Preschool Preposition Test (PPT), a receptive language test for children ages 3 to 5, is a brief simple gross developmental screening instrument still in research status. For 985 normal subjects the test shows a significant correlation of scores with age. Significant correlations have been obtained between PPT scores and raw scores on the Peabody Picture Vocabulary Test for normal children and for mentally retarded older children functioning at a preschool level. Test materials from the authors are available on loan to researchers.

ED135856

Test Analyses: Screening and Verification Instruments for Preschool Children. Volume I.

Strully, Cynthia F.

Pennsylvania State Dept. of Education, Harrisburg.

Jan 77 290p.; Publication of Volume II is forthcoming.

This volume was developed to enable local program personnel to determine the appropriateness of a test in relation to a child. No endorsements are made. For 68 preschool tests, the following information is presented when available: title, whether the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information.

ED131915

Ethics, Issues, and Procedures in School-Readiness Screening.

Colligan, Robert C.

Sep 76 16p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

This paper discusses the ethical and practical issues involved in the development and implementation of a preschool screening battery. A screening program is described and the resulting data presented in an attempt to illustrate the investment in time, money, and energy required. The ethical questions that arise because of lack of cross-validation studies are discussed.

ED119844

Analyzing Behavioral Problems in the Young Child.

Kasper, Sidney

Ferguson-Florissant School District, Ferguson, Mo.
75 34p.

Sponsoring Agency: Bureau of School Systems (DHEW/DE), Washington, D.C.

This document presents two measures used by the Parent-Child Early Education Program of the Ferguson-Florrisant School District in Missouri for identifying preschool children with special behavior problems. The first measure, My preschool Child, is a checklist to be filled out by the parent on the child's personal and social development, language and concept development, physical skill development, behavior problems, and interests and experiences. The second measure, the Nursery School Adjustment Rating Scale, is to be used by teachers in rating the child's personal-social development. Copies of both instruments are included.

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testing, and sex education.

ED016591

Parent-Level Answers – Reading in the PTA Study Program.

Griffin, Aileen

Nov 67

Parents often ask how their children are being taught to read and why reading is taught as it is. This paper reports how some PTA study sessions in Dallas, Texas, gave parent-level answers to questions on reading instruction while developing positive parent-teacher relationships.

ED133960

Working with Parents

Florida Learning Resources System/CROWN, Jacksonville.

75 32p.

Designed to give special education teachers ideas and techniques for working effectively with parents of elementary school students, the document presents guidelines for parent-teacher interaction.

ED136525

Helping Parents Acquire and/or Maintain Realistic Expectations of their Child's Learning Abilities.

Wray, Kenneth A.

Nov 76 42p.

Evaluated with a total of 89 parents was the effectiveness of a structured reporting format in guiding the parent teacher conference so that parents were able to acquire and/or maintain realistic expectations of their learning disabled children's abilities.

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PARENT TEACHER CONFERENCES

ED162993

Conferencing Makes the Difference!

Utah System Approach to Individualized Learning Project.

77 16p.

Guidelines are offered on the technique of establishing understanding between pupil, teacher, and parent by formal and informal conferences. Means of establishing goals for individual students are suggested, and methods of evaluating performance are given. The importance of communication between parent and teacher by means of conferences and written notes is stressed.

ED160950

Training Teachers for Parent Conferencing: A New Horizon for the School Counselor.

78 56p.

Teachers and administrators are often at a loss as to where they should turn for practical, down-to-earth assistance in the area of parent conferencing. The counselor is in a position to provide such assistance, and several strategies are presented which are available to this mental health specialist.

Kentucky Department of Education

ED152942

Effective Parent-Teacher Conferences in Urban Schools.

77 24p. A. Richard, Karen Kidd

A workshop type method of training teachers in the use of counseling techniques for facilitating parent teacher conferences is described. It is based on the Carkhuff model of attending, responding, initiating, and communicating.

ED147288

A Study of Parent Attitudes on the Parent-Teacher Conference.

Suzanne M. Hertel

May 77 67p.

This document studies parent attitudes toward parent-teacher communication in the setting of the parent-teacher conference. Respondants were asked to share in-depth their thoughts about parent-teacher communication in six topic areas: (1) the circumstances, (2) the importance, (3) the expectations, (4) the comfort level, (5) the characteristics, and (6) the description of what parents consider to be a meaningful parent-teacher conference.

ED139152

Evaluation Procedures in Parent-Teacher Conferencing.

Alexander, Ronnie N.

Apr 77 39p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, GA, April 11-15, 1977)

Problems in evaluating parent-teacher interaction are examined. Fictional examples are used to describe three main types of problems: (1) the duration and frequency of evaluation, especially after training or conferencing has ceased; (2) alteration of measurement instruments and procecures; and (3) methodological and research design problems.

ED127763

The Role of the Resource Teacher in Parent-Teacher Conferencing.

Alexander, Ron

Apr 76 20.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Reviewed were reports of 50 parent-teacher conferences involving pre-primary through secondary level students; information as to the nature, content, and outcome was obtained; and conferences involving teachers of self-contained classes were compared with those involving resource teachers.

ED059414

Conferencing: An Approach to Reporting Pupil Progress. An Instructional Bulletin. Conferencing: A Step Toward Success. A Leaflet to Parents.

70 29p. Los Angeles City Schools, California

This leaflet, developed by the Division of Planning and Research, Los Angeles City Schools, recognizes the need for better communication between schools and parents and pupils, particularly in the area of reporting pupil progress. The guide points out some of the ways in which parents, pupils and teachers can work together to assist children.

ED044630

Meeting Parents Halfway: A Guide for Schools.

Office of Education (DHEW), Washington, D. C.

Nov 70 33p.

Based on a workshop developed and tested in the Spokane, Washington, School District under Title I of the Elementary and Secondary Education Act, the Parents Enrich Program (PEP) approach is designed to improve parent teacher attitudes in urban schools by involving parents (primarily the disadvantaged) in direct support of the educational program or in extracurricular activities.

ED017998

Working with Parents, A Guide for Classroom Teachers and Other Educators.

National School Public Relations Association, Washington, D. C., Association of Classroom Teachers, Washington, D. C.

68 41p.

This guide for classroom teachers is based on the idea that education is a responsibility shared among school, teachers, and parents. Suggestions are made for teacher facilitation of good student-parent-school relations. Among the public relations problems discussed are teacher introductions to student and family, notes to parents, homework, parental visits, home visits, parental complaints, behavior problems,

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ELEMENTARY SCHOOL COUNSELING

ED158176

Growing Up Is Very Hard to Do; Benefits of an Elementary Counseling Program.

Quenon, Betty, Ed.

Elementary counselors can make many contributions to the child's development of a positive self-concept. Contributions cited in this booklet include: (1) direct counseling services to children; (2) consultation services for staff and parents; (3) coordination of school programs and community resources.

ED149218

Elementary Counselor Need and Duties: Do Nevada's Principals Reflect the National Opinion?

Pierce, Keith A.

76 12p.

In a leading Nevada school district 35 elementary principals were surveyed to determine their perception of the need for elementary school counselors and the duties they would like a counselor to perform in their schools should counselors become available.

Kentucky Department of Education

ED068868

The Dichotomy Between the Actual and the Perceived Role of the Elementary Guidance Counselor in the State of Massachusetts.

Ellis, Frederick E.

Mar 72 185p.

The views of the role of the elementary school counselor was studied in the state of Massachusetts. Three hundred and forty-three elementary school counselors, guidance directors, elementary school principals, superintendents and counselor educators were randomly selected to take part in the survey.

ED058852

Practical Group Counseling for Parents: An Application for the Public Schools.

Stapp, James L.; Whittlesey, R. R.

14p.

In order to provide a direct service to parents and to mobilize a cooperative effort between school and home, a series of group counseling sessions were planned. The project was designed to permit flexibility in group composition, goals attempted, discussion contents, meeting times, and physical arrangements.

ED065828

Communique: News Sheet for School Counselors. Volume 2, Number 1.

Walz, Garry, Ed.; and Others

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Sep 72 8p.

This issue of Communique, published by the ERIC Counseling and Personnel Services Information Center deals with several topics of interest to practicing counselors.

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ED140162

Counseling in the Elementary Feeder Schools.

Dunham, Virginia

Oct 76 4p.

This brief paper presents the concept of transition counseling between a junior high school and its feeder school(s), designed to make the change from elementary into junior high less traumatic.

ED096570

Developmental Guidance Resource Index. Fall 1973.

Fenderson, Carolyn, Ed.; and Others

Pinellas County District School Board, Clearwater, Fa.

73 81p.

This index was designed to assist counselors choosing and using materials for developmental activities at the elementary level. Materials have been categorized for easy reference and use under such headings as Behavior, Communication, Guilt, Hostility, Sharing, and Self-Image.

ED096569

Our CARE Package of Developmental Guidance for the Elementary School.

Pinellas County District School Board, Clearwater, Fla.

73 118p.

This book represents a sharing on the part of several counselors working in elementary schools in Pinellas County, Florida. It describes some of the favorite group activities as selected by counselors. Most of the activities can be used with class-size groups; several are designed for smaller groups of children.

ED081880

The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept.

Technical Report Number 38.

Beckum, Leonard Charles

Aug 73 116p.

This study examines the impact of self-concept on academic achievement.

ED078344

Communique: Resources for Practicing Counselors, Volume 2 Number 9.

Walz, Garry R., Ed.; and Others

Jun 73 8p.

This issue of a monthly publication directed toward practicing counselors focuses on practical applications for counselors of Hollands' Classification of Occupations.

ED075766

Communique: Resources for Practicing Counselors, Vo. 2, No. 8.

Walz, Garry R., Ed.

May 73 8p.

This issue of Communique, a newsletter providing resource information for practicing counselors, features an article describing two non-verbal group counseling techniques for the elementary school counselor; a description of value clarification including a definition of values, the steps in the value clarification process, and specific value clarification techniques for use by teachers and counselors; and new materials and resources on the effects of marihuana on the individual and society, on a training program for direction of guidance and pupil personnel services, and on major developments in secondary school career guidance.

ED073404

The Use of Cases in the Evaluation of Three Counseling Approaches with Elementary School Children.

Palmo, A. J.

May 72 12p.

The purpose of the study was to explore the effect of parent and teacher consultation used in conjunction with group counseling on the classroom behavior of first, second, third, and fourth grade children.

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This curriculum guide for grades K-5 in music presents for each grade level the basic curriculum concept, curriculum performance objectives, suggested curriculum teaching methods, audiovisual and resource materials, performance objectives and concepts of both career awareness and character education.

ED087912

English, Math, Science, Social Studies. Curriculum Guides for Kindergarten.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

73 99p.; See also CE 001 005-7, CE 001 009-17, CE 001 075-84

The purpose of this curriculum guide is to help the kindergarten teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes and criticisms which will be useful when the guide is revised.

ED086703

Syosset Public Schools Health Curriculum Guide. Kindergarten.

Syosset Central School District 2, N.Y.

72 33p.

GRADES OR AGES: kindergarten. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is illustrated with drawings and bound in a spiral binder.. It is divided into five "strands" or topics.

ED071772

Year-Round Sensory Activities

Warner, Jeanette V., Comp.

Pennsylvania State Dept. of Education, Harrisburg Bureau of General and Academic Education.

72 13p.; Contributed by participants at the Shippensburg Summer Conference, June 1972.

This month-by-month calendar of suggested sensory activities is intended to be part of the science curriculum in kindergarten and the primary grades.

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KINDERGARTEN

ED157771

Columbia County Kindergarten Center Environmental Study Area Guide.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

74 36p.

The guide lists seven program objectives and 15 activities guides for meeting the objectives. Included in each activity is an introduction, outdoor activity, classroom activity, and evaluation.

ED152404

Kindergarten Curriculum Resource Guide. Revised Edition.

Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services

70 127p.

This guide for teachers provides a basic kindergarten curriculum which can be adapted to meet the specific needs of any group of kindergarten children.

Kentucky Department of Education

ED142292

Using Symbolic Props in Play: A Curriculum Guide and Discussion for Preschool Teachers.

Schickedanz, Judith

Boston University, Mass.

Jun 77 64p.; This guide was prepared by the Pre-Elementary Reading Improvement Collaborative of Boston University

This guide is intended for teachers interested in helping preschool and kindergarten children make discoveries about the reading process. The guide focuses specifically on ways teachers can build written words into children's dramatic play through the use of symbolic props-materials which either contain written words or invite children to create their own.

ED137829

Curriculum Guide in Language Arts for Kindergarten.

Price, Anne E.; Stubblefield, Caroline M.

Saint Louis Public Schools, Mo.

70 482 p.

This program presents learning objectives and activities for two levels of ability. An inventory is provided for initial screening and classifying of children. The main section of the program consists of six broad learning areas.

ED112185

Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 1 for Grades K-2.

Royal Oak City School District, Mich.

Jun 73 434p.; For other grade levels, see CE 005 204-205

The guide, part of project LET (Learning Experiences in Technology), is intended to be used as a working copy and consists of 28 integrated teaching units for grades K-2 students.

ED111526

Program of Studies. Early Childhood Education: Kindergarten Section.

Fairfax County Schools, Va.

Sep 74 152p.; Some pages are colored and may not reproduce clearly.

This manual uses charts and outlines to present a kindergarten program based on the theory that learning is developmental and continuous.

ED109369

Career Education -- World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. K-1.

Weatherford Independent School District, Tex.

181 p.; For related documents, see CE044 155-7; Best copy available

The main emphasis of the career education world of work curriculum guide (K-1), developed by the Weatherford Elementary Schools, is to inform and orient kindergarten and first grade students to the concept of work rather than prepare them for a specific career.

ED101840

A Guide to Primary Unit Instruction. Revised Experimental Edition, 1973-74.

Detroit Public Schools, Mich.

74 71p.

This curriculum guide presents a 3-year program, for children in kindergarten and early primary grades, designed to facilitate continuous learning in a non-graded setting.

ED100676

Environmental Education Curriculum Development, Grades K-1, For St. Martin Parish.

St. Martin Parish School Board, St. Martinville, La.

74 241p.

This environmental education curriculum guide is designed for teacher use in kindergarten and first grade. It contains six units, which aim to develop environmental concepts related to the bio-physical environment.

ED087917

Music Kindergarten - Fifth Grade: Curriculum Guide.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

73 47p.; See also CE 001 005-15, CE 001 017, CE 001 075-84

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already attended school, why were compulsory attendance laws needed? Attendance laws were directed most specifically at deviant minorities who often did not attend public schools. If the public school was to instill the proper mores in those who might disrupt the social fabric, then that group had to be compelled to attend. However, this compulsion effectively usurped most alternatives, options, and variability in education.

ED106914

Compulsory Education: Keep, Change or Abolish?

Neal, Pamela

Apr 75 9p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975); Not available in hard copy due to marginal legibility of original document.

The existence of compulsory school attendance at the secondary level may help to assure school attendance for some students, but it does little to assure that any will learn. Both the laws requiring attendance and the basic high school programs offered in most states must be remodeled. Arizona's system provides a good example. Although Arizona's attendance laws require only that a child attend school through the eighth grade, most students stay through high school.

ED102700

Compulsory Education.

George Washington Univ., Washington, D. C. Inst. for Educational Leadership.; National Public Radio, Washington, D. C.

25 Oct 74 15p.; Transcript of "Options on Education" heard on National Public Radio (October 25, 1974)

Sponsoring Agency: Corporation for Public Broadcasting, Washington, D. C.

Available from: Options on Education, Room 310, 1001 Connecticut Avenue, N. W., Washington, D. C. 20036 ($0.50)

This radio program discussed the pros and cons of the kind of compulsory school attendance laws now in force in all states except Mississippi. The program moderator talked in turn with five individuals about their views on compulsory education.

(Detach and mail)

Please send copies of the following items on microfiche to me at the address indicated.

____ ED149485
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KIDS Kentucky Information and Dissemination System

Office of Communication Services
Unit for Information Retrieval

SELECTED BIBLIOGRAPHY SERIES

COMPULSORY SCHOOL ATTENDANCE

ED149485

Students and the Law

Gluckman, Ivan B.

77 31p.

Available from: National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($1.00)

This publication consists of 29 articles that were published between April 1974 and June 1977 in the "Students and the Law" column of the National Association of Secondary School Principals' magazine, the "Student Advocate." In editing the articles, an attempt has been made to eliminate or update any suggestions or conclusions that may have been inaccurate because of changes in the law.

ED130387

Legal Implications of Compulsory Education. Final Report.

Aikman, William F.; Kotin, Lawrence

Massachusetts Center for Public Interest Law, Boston.

17 May 76 424p.; Not available in hard copy due to marginal legibility of original document; Appendices C, D, and E may be illegible due to small print.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D. C.

Kentucky Department of Education

Grant Number: NE-G-00-3-0161

This report is an examination of the legal structure underlying state compulsory school attendance requirements and the likely legal and policy consequences that might result from repeal or amendment of the statues that form that structure. Its purpose is twofold. First, it is to provide a useful presentation of the massive amount of federal and state constitutional, statutory, and case law directly relating to compulsory school attendance. Second, it is to analyze and comment on this body of law in such a manner as to provide the legal basis for an examination of the desirability of the requirement of compulsory attendance as it is currently defined in the United States.

ED123716

Should We Lower the Compulsory Attendance Age?

Thomas, Vincent J.

12 Apr 76 7p.; Speech presented at the Annual Meeting of the National School Boards Association (36th, San Francisco, California, April 10 - 13, 1976)

In 1974 the Virginia General Assembly adopted a senate resolution directing the state board of education to study laws preventing youths from choosing alternatives to compulsory school attendance. The board appointed a committee that studied the matter and made recommendations. All the recommendations were accepted and implementation is underway except on the one for reducing the compulsory age. Alternatives are being sought.

ED122352

Compulsory Student Attendance and Illegal Absenteeism: An Irresolvable Problem? Let's See

Hazell, Samuel H.

76 22p.

Hazell summarizes New Jersey's school attendance legislation and the court cases bearing on compulsory education, absenteeism, and truancy. He suggests that state law should be updated and clarified to allow for proper enforcement of compulsory attendance. Local school boards should adopt regulations consistent with state attendance laws. Parents should be fully apprised of district and state policy.

ED119389

A History of Compulsory Education Laws. Fastback Series, No.75 Bicentennial Series.

Katz, Michael S.

Phi Delta Kappa, Bloomington, Ind.

76 39p.

Although some critics of public education are now questioning the value of compulsory schooling for all children, this concept is deeply ingrained in American history and social values.

ED110400

Some Models for Interpreting the History of Compulsory Schooling.

Tyack, David B.

75 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

Five models are postulated for interpreting the three historical stages in the development of compulsory schooling in the United States. These three stages include (1) a symbolic stage, (2) a bureaucratic phase, and (3) a postcompulsory phase. Model 1 interprets the development as an evolution of the self-perpetration of a democratic society. Model 2 reflects a revisionist interpretation where society's economic elites fashioned compulsory school systems in order to produce a stable, rational economy in which they could retain their power. Model 3 stresses socialization and nationalism where schooling creates citizens and legitimizes government hierarchies. Model 4 interprets stage 1 as a subcultural conflict where state legislators passed laws as a symbolic crusade of the virtuous. Model 5 interprets the development of compulsory attendance as the work of political interest groups including both business and labor.

ED109805

Some Antecedents to Compulsory School Attendance.

Everhart, Robert B.

1 Apr 75 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington D. C., March 30 - April 3, 1975).

While the impact of schools in colonial America was soft before the mid-eighteenth century, devotion to education was strong and self-evident. Once the public tax-supported school achieved dominance compulsory school attendance laws followed in short order. Since most people were literate, and most children

ERIC SEARCH SYSTEM FROM LOCKHEED'S DIALOG

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OFFICE OF COMMUNICATION SERVICES
KENTUCKY DEPARTMENT OF EDUCATION
JAMES B. GRAHAM
SUPERINTENDENT OF PUBLIC INSTRUCTION

APPENDIX C

Sample Dissemination Linkage Report and District Profile

dissemination linkage report

Action Requested ☐

Note Change in Status ☐

Comment ☐

Region: II (Cent. Ane N. East)

District: Jonesboro Ind.

Linker: Joan Jones

Media: Person ☐ ; Phone ☒ ; Mail ☐ ; Other ☐

Activity Rating: A ☐ B ☐ C ☒ D ☐ E ☐ NA ☐

Impact Rating: A ☐ B ☒ C ☐ D ☐ E ☐

Contacts: None other than Ms. Jones.

Activity: Called Ms. Jones to see how they are progressing on TGT implementation and next month's implementation workshop.

Action Required: She needs 15 dissemination starter kits by 4-19-79.

Comments:
Ms. Jones indicated that she will not be with the Jonesboro System next year. I suggest John Smith as new LDR. Should I talk with superintendent?

Request:

Yes ☒
No ☐

Topic if Yes: Starter Kits

Date: ☐☐•☐3•☐1☐4•☐7☐9

KIDS kentucky information dissemination system

DISTRICT: Jonesboro REGION: II DATE: 7-14-78

CONTACT: Joan Jones, Ms.
ADDRESS: 1656 River Road
Jonesboro, KY 40777

TITLE: Instructional Supervisor

PHONE: (502)- 555-1234

LINKAGE TEAM MEMBERS

See attached sheet.

Seven members.

OTHER: Superintendent
Attended LDR Fall Conference in 1978 program year.

	ACTIVITY RATING:			IMPACT RATING:
1--	DATE, 7-16-78	ABCDE	+	ABCDE
2--	DATE, 8-12-78	ABCDE	+	ABCDE
3--	DATE, 9-5-78	ABCDE	+	ABCDE
4--	DATE, 10-5-78	ABCDE	+	ABCDE
5--	DATE, 12-6-78	ABCDE	+	ABCDE
6--	DATE, 1-18-79	ABCDE	+	ABCDE
7--	DATE, 3-14-79	ABCDE	+	ABCDE
8--	DATE,	ABCDE	+	ABCDE
9--	DATE,	ABCDE	+	ABCDE
10--	DATE,	ABCDE	+	ABCDE
11--	DATE,	ABCDE	+	ABCDE
12--	DATE,	ABCDE	+	ABCDE

INSERVICED DURING TERM? Yes, 11-7-78
Inservice also planned 4-19-79

INNOVATION INDEX: N/A

YEARS TOTAL VISITS: 7 contacts, 3 visits

YEARS TOTAL REQUESTS: 14

OTHER INFORMATION CONCERNING DISTRICT OR TEAM:

PROGRAM ACTIVITIES:

KIDS kentucky information dissemination system

APPENDIX E

Kentucky Dissemination Catalyst: Sourcebook Samples

DISSEMINATION CATALYST

INTRODUCTION

The Catalyst is intended to serve Kentucky's Local Dissemination Representatives or anyone who has an interest in improving education through the dissemination of education program and practice information. Its aim is to alert such persons to strategies and tactics of dissemination which will make communication easier, education more effective, and change less troublesome.

SCOPE AND FOCUS OF THE CATALYST

The focus of the Catalyst is on the "secondary" activities of dissemination: tips and tactics of use to Local Dissemination Representatives. "Primary" activities (such as how the program operates and who to call when you need help) are included in the LDR Dissemination Starter Kit which includes the LDR Handbook.

We have construed "dissemination" very loosely in preparing the Catalyst. Because what is commonplace as a dissemination tip or tactic in one place might be something new and original in another we will be including as many ideas as we can.

We also hope that the Catalyst will increase awareness of possibilities for school improvement through dissemination.

Catalyst segments will be sent to Local Dissemination Representatives on a regular basis as new tips and tactics are prepared.

ORGANIZATION OF THE CATALYST

The Catalyst is organized into sections according to tip or tactic topic area. Since this document is intended for use in a loose-leaf form, these sections may be organized however the reader wishes.

The Catalyst will eventually include a section on dissemination innovations which are needed, but have not as yet (as far as we know) been developed.

We have tried to write the Catalyst in such a way that each entry may stand alone, as a self-contained article. Thus, the reader should be able to organize front-to-back by date, or section-by-section, or topic-by-topic, or by areas of particular interest, without impaired intelligibility.

LIMITATIONS OF THE CATALYST

It is important for Local Dissemination Representatives to understand clearly what this Catalyst will or will not do. It will not be a dissemination manual or "cookbook". Our aim has been much more modest: to put together an "idea book". We will not "sell" particular dissemination strategies. Unfortunately the business of communicating new information on education is often complicated. The environment of each district is different and there are so many conditions which can act on the local situation that there are no single rights and wrongs. Instead we will try to offer sets of alternatives for use by you and your local dissemination linkage team.

For similar reasons, we have not tried to incorporate all of the information on any particular topic. In fact, to try to present that kind of detail within the confines of the Catalyst would be misleading. What we have tried to do is give enough information about each topic to encourage each Local Dissemination Representative to consider it in his or her work without so much detail as to make it difficult to use or read.

The reader should consider the Catalyst as a tool in developing local dissemination activities.

DISSEMINATION CATALYST

How to Obtain Additional Information

We welcome questions, comments, and suggestions for the Catalyst. We maintain detailed information on most dissemination tactics and on many related subjects; persons interested in more detailed information on any particular activity or tactic should feel free to contact the Unit for Dissemination. In addition, we would like to hear about other dissemination activities which might be added to the Catalyst as it is updated. As these are identified and described, we will prepare new entries and distribute them to Catalyst users.

Correspondence should be addressed to:

Unit for Dissemination
2219 Capital Plaza Tower
Frankfort, Kentucky 40601

DISSEMINATION CATALYST

A FEW THINGS YOU ALWAYS WANTED TO KNOW ABOUT COMMUNICATION BUT WERE AFRAID TO ASK (IN 500 WORDS OR LESS PLUS ONE SMALL DIAGRAM)

You may think you are an educator, but you are not. If you work in education as an administrator or teacher you probably spend 80 percent to 85 percent of your working day in some sort of communication activity. If you are serving as a Local Dissemination Representative, 90 to 95 percent of that service involves communication on some level.

WHAT IS COMMUNICATION?

In establishing any dissemination or program implementation plan, then, you are really establishing a basic communication process: who says what to whom through which channel and with what effect. Because of this, communication, in the context of Kentucky's dissemination program, may be spoken of as a process by which information is imparted, shared or passed along to a set of "receivers" who make up a client audience (see Catalyst section on "Communicating with School Publics").

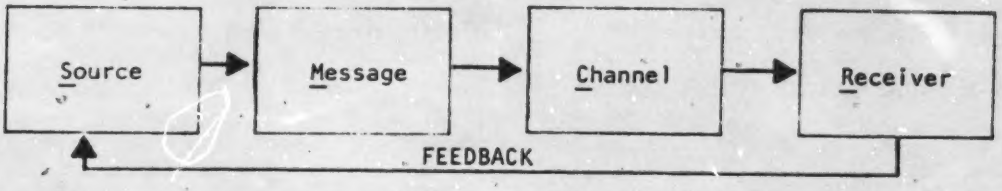
PLANNING

As you plan your district's dissemination program you might find it helpful to use the little diagram below. FIRST: Determine who should be the source of any of your messages. Maybe it should be you, or maybe it should not. Who would give the message the most credibility? SECOND: What message do you want to send? Sometimes our messages to other people are "colored" by the way in which we phrase them. This is the situation when we hear people say, "It's not what they said that made me mad, it's how they said it!" Analyze your message and determine the impact.

THIRD: How do you plan to transmit your message? What channel do you intend to use? Should you call rather than write? Which would be the most effective? FOURTH: What do you know about the person or persons you are communicating with? What will be their reaction to the message based upon what you know about them? Analyze the receiver to determine the personality or environmental characteristics which could affect them. FIFTH: What kind of feedback do you expect to get? How will you know that your communication is having the effect which you expect?

Most communication can be analyzed in terms of this "SMCR" model and such analysis should aid you in your district's dissemination planning and internal communication.

SMCR COMMUNICATION MODEL



DISSEMINATION CATALYST

COMMUNICATING WITH SCHOOL PUBLICS

The major communications problems which are found in schools and school districts are usually derived from a lack of unity among staff members in the objectives and overall goals of the school or system. The best process for the development of good morale and unity is to develop and sustain a good communications network.

The importance of cooperation and goodwill within any situation is an asset which may develop a good school into an excellent school. This can be maintained in greater part by the development and continuation of a communication system whereby the positive points can be reinforced and the negative points can be shared and, thus, lose their original panic value.

STRATEGY DEVELOPMENT

The groups within a school or system and communication among these groups is of prime importance. Such groups would surely include at least some of the following:

* Students
* Teachers
* Administrators
* Guidance Counselors
* Local School Boards
* Advisory Committees
* Student Organizations
* State Agencies

It must be realized that although each group has its own set of ideas and goals; each also is interdependent upon the other. Anyone who plans to deal across such groups must accept this as a basic premise.

In coping with these interrelated, internal publics, the staff which intends to develop a necessary communications program must, first, determine the various populations which must co-exist; and, second, try and determine

why and how each group thinks the way it does.

For example: Are opinions non-consistent concerning the overall goals of the school? Are there possibilities of problems which exist due to misinterpretation and/or misinformation among the groups?

Such an analysis and subsequent listing to answer the above questions is vital to the development of a comprehensive communication plan. Otherwise, the staff, whose task it is to devise such a program, will find itself using a pail of water to put out large fires when a small hose aimed at the point of origin would have done the job more efficiently.

TECHNIQUES

In most instances, the "old-fashioned" one-on-one communication, talking, may be the most beneficial. For this, the person needs but three characteristics: a voice, an optimistic outlook, and a smile.

Or, the information may be communicated more formally, on paper. This may take the form of information posted on bulletin boards in specific places for specific audiences, i.e., the faculty lounge, the individual school building, or classroom; school newspapers or faculty newsletters; and general handbooks simply outlining group rights and responsibilities with regard to the school and its various populations, to suggest only a few. The possibilities are as limitless as your imagination will allow.

First, identify your audiences; next, analyze their concerns from their point of view; and, finally, tailor your methods of communication in terms of their individual needs. You should have no problem in the development of communication programs that they will feel are "just for them."

Larry L. Davis and E. Norman Sims

DISSEMINATION CATALYST

KEY PEOPLE IN THE SCHOOL SYSTEM

A major hurdle for anyone in the process of implementing a curricular change is the identification of persons who will play critical roles in determining success or failure. Usually we can identify these individuals as Administrative Leaders, Opinion Leaders, or Gatekeepers.

ADMINISTRATIVE LEADERS

Anyone who "officially" holds a position which carries authority or power within the social structure is an administrative leader. This class includes such people as the chairperson of the local board, the superintendent, principals, coordinators, supervisors, and department heads. In fact it includes any administrative position which might have impact on your program from you to the President.

By the official nature of these positions, it is not only important, but often legally obligatory, that if your program is not actively supported by this group it at least be accepted.

OPINION LEADERS

Opinion Leaders often have as much impact on the success or failure of a new undertaking as the Administrative Leaders. Opinion Leaders are those who informally influence the attitudes and behaviors of members of the school system. This group does not derive any influence from any formal position in the social structure but instead have gained influence by their knowledge or respect they are shown.

Opinion Leaders have potential as agents of change in the school system. Usually teachers and administrators nominated by their peers as Opinion Leaders are perceived as ready and willing to discuss programs in which they are involved.

This characteristic and their perceived competency are major reasons for their being viewed as opinion leaders.*

GATEKEEPERS

Anyone who holds a strategic position with respect to the flow of information in a school district or school can be referred to as a Gatekeeper. Formal Leaders may be Gatekeepers but often Gatekeepers have little formal power or opinion leader influence. The Gatekeepers area of authority is often quite limited, but within that area they can exercise great control within certain situations. Some examples of Gatekeepers are: secretaries, librarians, and building superintendents. As an example of Gatekeeper impact, consider a situation in which you want to get a message to the superintendent but the superintendent's secretary will not pass it on, or, even worse, passes it on incorrectly. Also consider a situation in which you plan to hold a Saturday school open house, beginning at 5 p.m., and arrive at 4:45 p.m. to find that the building superintendent has not opened the doors yet and doesn't intend to. Impact indeed!

Aside from being negative factors, Gatekeepers can aid your program as well. A program which has a structural effect on the school building (e.g. you need five more worktables in a certain classroom) can only be facilitated with the best wishes of the building superintendent. A program that requires strong support from the administrative leaders will show greater success when promoted by the administrators' secretaries. A program which requires a great amount of teacher awareness and interest will be improved with the encouraging cooperation of media center and library staff.

The Gatekeepers want to help and want you to give them the chance.

*Those interested in more information on how opinion leaders affect specific areas of education might find helpful two document from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. They are, Opinion Leaders in the Organizational Structure of Two State Division of Vocational and Technical Education (1973) and Opinion Leadership and Communication Linkages Among Agricultural Educators (1971). Both are by Hull, Blanton and Russell.

DISSEMINATION CATALYST

A KEY PERSON LIST

To test your knowledge of the "KEY PEOPLE" in your district, complete the attached worksheet. The worksheet should become valuable to you as you try to go about the business of improving programs and communication in your district.

E. Norman Sims

KEY PEOPLE

A. LIST TOP FIVE ADMINISTRATIVE LEADERS

Name	Title	Reason for Assuming Leadership
1.		
2.		
3.		
4.		
5.		

B. LIST TOP FIVE OPINION LEADERS

Name	Title	Reason for Inclusion
1.		
2.		
3.		
4.		
5.		

C. LIST TOP FIVE GATEKEEPERS

Name	Job Function	Reason for Gatekeeper Authority
1.		
2.		
3.		
4.		
5.		

DISSEMINATION CATALYST

DETERMINING THE "INNOVATION QUOTIENT" OF YOUR DISTRICT WITH DEMOGRAPHICS

It is important to begin the diffusion of any educational product by making an analysis of your district's "Innovation Quotient." This is important to your work as a Local Dissemination Representative because only through an in-depth understanding of your district can an effective dissemination or communication plan be developed.

DEMOGRAPHIC CHARACTERISTICS

A great many demographic characteristics of a school or school system can be identified. "Demography" refers to the analysis of groups based upon the group characteristics: size, distribution, sex, etc. Often selected demographic information can yield important information about a school or school system's tendency to change and promote better practices.

There is a great deal of evidence to support this fact and a recent RAND Corporation study has found some significant differences in school system's which account for their IQ (Innovation Quotient).

For example:*

--"The variable with the largest effect on the propensity to adopt innovations is the size of the school district as measured by enrollment . . . Larger schools tend to adopt more innovations."

--"The density (of a school district) decreases innovation." The RAND formula to determine your system's density is:

$$\text{Density} = \frac{\text{Total Pupil Enrollment}}{\text{Number of Schools}}$$

*All material taken from Federal Programs Supporting Educational Change, Vol. II: Factors Affecting Change Agent Projects. Paul Berman and Edward Pauly. Rand Corp., April 1975.

--"The better the financial situation the higher the propensity of districts to innovate."

--"The higher the percentage of revenue from the state relative to other school districts within the state, the lower the propensity to innovate."

--"The percentage of families with income over $25,000 increases innovativeness, whereas the percentage of families with income below the poverty level, combined with minority status, decreases innovativeness."

--"Rural decreases innovativeness . . ."

--"The (length of) tenure of the superintendent . . . increases innovativeness."

Although no precise scale can be given, if your district scores on the low side of three or more of these demographic characteristics, you can still implement new programs and activities but you can expect an uphill battle. This will call for even more careful planning on your part.

Based upon the RAND results Alice R. Jwaideh of the University Consortium for Instructional Development and Technology prepared a "Demographic Description" questionnaire to determine the IQ of a school district. Use it to get a better understanding of your district's IQ.

Unit for Dissemination

DISSEMINATION CATALYST

DETERMINING THE DEMOGRAPHICS OF THE TARGET DISTRICT

1. What is the size of the district (total pupil enrollment): _____

2. How many schools are in the district: _____

3. What is the student enrollment density: _____

$$\text{Density} = \frac{\text{Total Pupil Enrollment}}{\text{Number of Schools}}$$

4. What is the racial composition of the district:

_____ % American Indian _____ % Asian _____ % White
_____ % Black _____ % Other

5. Community Type (e.g., urban, rural, suburban, or some combination):
_____

6. Financial Information

(a) How do you view the present financial situation in the district? Would you say the budget is:

More than adequate _____ Adequate _____
Barely adequate _____ Inadequate _____

(b) Has the district been forced to cut back on programs in the last few years as a result of financial shortages?

_____ Yes _____ No

7. What is the average family income in the district:

_____ % Below $7,000
_____ % $7,000 to $25,000
_____ % Over $25,000

8. How long has the present superintendent held that position: ____ Years

9. Can you think of any other demographic data which might be relevant to the innovation:

DISSEMINATION CATALYST

A DISTRICT WEATHER REPORT: ASSESSING A SCHOOL'S CLIMATE

If demographic characteristics of a school system can be used to give some indication of the Innovation Quotient of a school district, then the interrrelationships of members of a school's instructional staff may be used to determine the IQ of an individual school. The interrelationships of the three major school subsystems (administration, teaching staff, and students) actually determine the climate of the school. An "open" climate is one characterized by trust, honesty, flexibility, esprit, consideration, and low threat. A "closed" climate is one which tends to lack these qualities.

ASSESSING CLIMATE

A number of instruments have been used to assess the organizational climate of schools, and one developed by Alice R. Jwaideh of the University Consortium for Instructional Development and Technology is attached.

If one were to chart Innovation Quotient based upon Climate and Demographics, it would look like this:

IQ

Innovative	Less Innovative
1. Large District	Small District
2. Large School	Small School
3. Good Finances	Poor Finances
4. Low Density	High Denisty
5. Low Percentage of State Funds	High Percentage of State Funds
6. High Income Families	Low Income Families
7. High Homogeneity	Low Homogeneity
8. High Cosmopolitaness	Limited Out District Contacts
9. Suburban or Metro System	Rural System
10. Long Superintendent Tenure	Short Superintendent Tenure
11. High Trust Level Among Staff	Low Trust Level
12. Honesty Rewarded	Much Office Politics
13. Usable Flexibility	"By the Book" Management
14. High Esprit de Corps	Low Morale
15. High Degree of Consideration	Egocentered Staff
16. Low Threat Level	High Threat Level

DISSEMINATION CATALYST

A FIRST STEP TO BUILDING A LOCAL DISSEMINATION PROGRAM

Telling the teachers and administrators in your school district about the state dissemination network is the first step to building a local dissemination program. You might relate this activity to an advertising campaign in which the purpose is to increase the number of product users. There is a poem that is widely known in Eastern Kentucky that states what needs to be done rather succinctly:

> He who shouts down in the well
> About products that he has to sell
> Will never make as many dollars
> As he who climbs the tree and hollers!

The Local Dissemination Representative must tell the district staff about the program in a way that makes it heard.

BEING HEARD

The quickest way to get the news to all educators in a school system is usually by making presentations at inservice days or faculty meetings. It is hoped that a Local Dissemination Representative could make a presentation on the program and network based upon the material presented in the Local Dissemination Representative Handbook. As in the past, the Unit for Dissemination Staff is also available for inservice or faculty presentations.

If you are unable to secure time on such a program, other methods of communication will be necessary.

One-to-one, interpersonal, communication is preferable in the process of building support. As you go about your daily routine you will find numerous opportunities to share information. But face-to-face contact is a time consuming and fragmented approach and you will want <u>all</u> of your district's

staff to be knowledgeable about the system, so that they can avail themsevles of the services, at the earliest possible date.

Brochures and posters on the Unit for Dissemination's service are available to you from the Unit for Dissemination. This is an excellent way to raise the awareness level in your district. Some Local Dissemination Representatives have used their faculty newsletter to inform the district staff of the service. Just a couple of paragraphs telling that there is such a service and giving a contact name and phone number would be a good start.

Some Local Representatives have found that just a single sheet of paper, placed in a conspicuous place, that lists some questions that have been answered through the Network has been a good method of promotion. These lists can also be distributed at meetings and workshops.

Listen To What The Experts Have To Say

Some specialists in dissemination have made the following observations concerning the creation of awareness of, and interest in, the program:

A. Meetings with large groups of people in your system will create a certain level of awareness, particularly among individuals who are already predisposed to using a variety of resources in gaining information. Group meetings will not, however, generally provide a sufficient understanding of your function and the services that can be provided by the linkage system. A number of things may account for this. Large meetings tend to be more formal and there is little, if any, two-way communication between the speaker and the listeners. In large groups participants tend to be reluctant to ask questions about how the service relates to their own problems or needs because they are unwilling to highlight the fact that they have problems in front of a large group of peers. Lastly, educators are probably overexposed to meetings in which new programs, projects, curriculum developments, etc., are explained and endorsed, and consequently, have a tendency to listen only half-heartedly or not at all.

B. Meeting with small groups is usually a very successful technique for stimulating interest. Informal and exploratory discussion creates a supportive group atmosphere which stimulates thinking about ways in

which problem solving can be shared. In such a setting the educator can begin to relate the potential resources available through the program to his or her own particular situation.

C. Prior familiarity with certain groups of educators facilitates understanding. You, as an "insider", already have a thorough knowledge of many and possibly all of your co-educators. Your understanding and knowledge of your district's personnel will make your job easier.

D. When first explaining the program it is usually unwise and ineffective to emphasize the need for indepth diagnosis of problems or requests. This technique tends to antagonize the group, and understandably so. The group probably has a better grasp of their own situation and thus their needs than anyone else. Also, this approach may serve to divert the attention of potential users of the service from the fact that the information they would receive might help them with those needs they experience everyday.

Some Case Studies

The following are some case studies on promoting the dissemination network and gaining acceptance for the program in your district:

1. The Local Dissemination Representative made initial publicity visits to each school in the district. In regularly scheduled faculty meetings the purpose of the program was explained, and the procedures for retrieval of material gone over in detail. After this series of meetings (where a few requests were received) the field agent waited for people to call and request the services. After a week or two the representative was not receiving requests from teachers and began doing some research for the Superintendent of the district in order to gain rapport. Realizing that the initial publicity attempts had not been successful, the Representative adopted two other modes of gaining access: 1) Took advantage of a district-wide textbook fair by setting herself up in a booth with literature on the program. The representative reported that a number of individuals came up and asked for more information about the program and how they could contact her; 2) The representative arranged to meet with small groups of teachers in each school on a more informal basis to discuss the problems that they saw in their classrooms. The representative found that people were more willing to open up about their needs and problems on an individual level than they had been at the larger faculty meetings. This Local Dissemination Representative has concluded that formal meetings provide insufficient publicity for a program that requires considerable interest and participation from individual persons in the schools.

II. Another Local Dissemination Representative made initial visits to many of the principals in the area, as well as giving a formal presentation to a joint meeting of all the administrative staff. Next, he sent a letter, which was distributed by the principals, to all teachers in his area. This method proved to be quite ineffective as a means of stimulating requests, and the representative finally decided that the best means of reaching the teachers was to visit in the school lounges, listen to the issues that the teachers themselves raised, and show them how the program could be of use in meeting some of their needs. These meetings produced a number of requests from individual teachers. In addition, this representative had access to an internal television set that served all of the district. A short videotape aired over this system also helped to reach a large number of educators, although the representative noted that this means of contact served only as a supplement to face-to-face contact.

III. Another representative had been a supervisor in the district where she was now serving. Consequently she enjoyed a number of long-standing personal relationships with administrators in her area. Taped interviews indicated that this personal familiarity was very useful in stimulating positive response to the program, partly because the client felt a desire to cooperate with a friend, and partly because it was not necessary for the representative to legitimize to them his interest in and understanding of school problems on an administrative level. This representative then relied on the principals to disseminate knowledge about the program to their teachers, a method which may be effective in the long run but failed to produce many requests in the short run.

IV. A completely different method of publicizing the program was adopted by a fourth representative. This individual met with principals at regularly scheduled district meetings. After a brief explanation of the program, he used a "force filed" technique for diagnosing a problem volunteered by one of the principals in the group. The emphasis in the presentation was on the technique of diagnosing school problems, rather than on describing the information services of the program. Consequently, it seemed to have rather poor results in stimulating an interest in acquiring information. In fact, many of the principals were rather confused by the procedure. This representative relied on the principals to publicize the program among their teaching staffs.

V. A fifth representative sought to meet with groups of teachers. Because of the limited time allotted for his presentations in regular faculty meetings (only about five to ten minutes), and his expressed concern for helping teachers with their "problems," she was received with skeptical caution. In one instance, a teacher who heard her presentation reported that the group was simply amused by her presumption that she had come to solve their "problems." "What problems? Why, we don't have any problems!" was the spirit of their reaction.

VI. After one representative had been in the field for several months, she developed a target area newsletter which incorporated descriptions of the activities of the pilot project. In this newsletter, she listed all of the requests that had been made in the target areas over the past month. Seeing what other educators had ordered often stimulated interest in receiving the same information.

DISSEMINATION CATALYST

VII. At the beginning of the second year of the program, a local dissemination representative in one district developed a slide-tape program which could be shown within the schools in his area. This served to remind local educators about the availability of the program and to reach individuals who had not been contacted personally during the first year. Since the representative was, at this point, very busy in handling requests, he had less time to spend on individualized publicity, and this mass communication technique seemed an efficient way of generating renewed interest at the beginning of the school year.

THE PRESENTATION

When discussing the program it is also vitally important to be thoroughly knowledgeable of the functions of the Unit for Dissemination, the information retrieval process, types of material and resources available and "how to" access and utilize the network. Most of this material is available in your Local Dissemination Representative Starter Kit and Handbook.

A brief presentation on the program could include the following:

1. What the services available through the Dissemination program are, stressing the fact that it is a free information service (Such services from a private group could cost as much as $200).
2. Where they can secure the service--through you, their Local Dissemination Representative, and/or the Unit for Dissemination.
3. What the service can provide--possibly giving sample questions that have been answered or a brief listing of some of the resources available.
4. A brief description of the process--
   a. How to place a request: by mail or telephone
   b. How a request is handled
   c. What can be received: loan materials, free computer searches and microfiche, human resources
   d. Follow up information

Shirley Duff

778-02-5

DISSEMINATION CATALYST

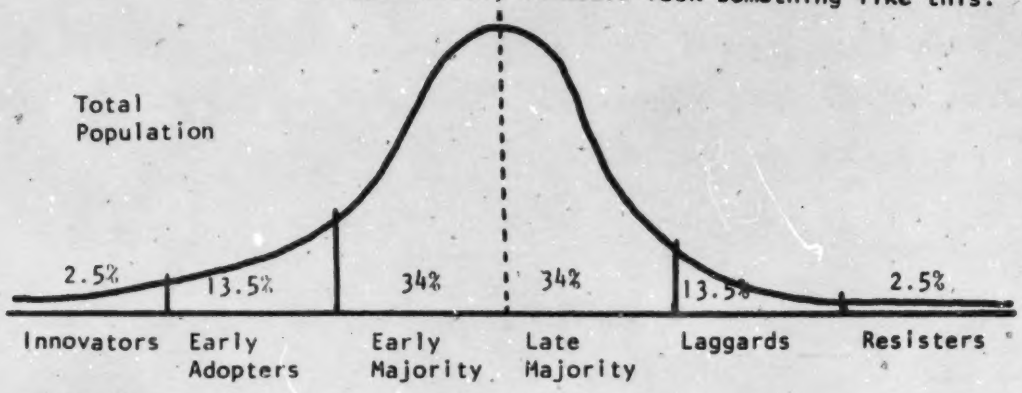
ADOPTER TYPES

Usually individuals who work with dissemination programs categorize system users into six types:

1. Innovators
2. Early Adopters
3. Early Majority
4. Late Majority
5. Laggards
6. Resisters

Such a categorization can be useful to the Local Dissemination Representative or administrator who is planning to introduce any sort of change in the school system.

If the total population of the teachers in your school district was broken down into the six types above, it would look something like this:



TYPES EXPLAINED

Innovators

The innovator is the first person in your district to accept something new. They are usually intelligent, venturesome, eager to try new ideas, and willing to "take a chance." Negatively, they tend to be rather individualistic and usually not members of the "in" group. Most often they are viewed as mavericks.

Generally Innovators travel a great deal and can be considered more cosmopolitan than their co-workers. They can be identified by their: high level of energy; wide knowledge of research and innovations; highly developed sense of personal efficiency and self-confidence.

The support of such persons can be very useful to you because if they can be persuaded to try out something new, other members of the system can observe its effectiveness and value for themselves. It is not wise, however, to build your entire implementation program around Innovators due to their maverick nature and the fact that their peers do not always view them in the best possible light.

Early Adopters

The Early Adopter is the next group to adopt after the Innovator. Quite often this group includes the Informal Leaders (see Key People in the School System). Early Adopters are usually, if not always, respected by their peers. They are viewed as knowledgeable members of the social system, persons others are inclined to check with before adopting a new idea. Unlike the rash Innovator, the Early Adopter is a successful but discreet user of new ideas.

Early Majority

This category includes those middle adopters who are somewhat earlier than average in their relative time of adoption. Teachers in this group tend to be followers, not leaders. They are deliberate in coming to an adoption decision.

"Not the last to set the old aside
Nor the first by which the new is tried."

Late Majority

Late Majority adopters are part of the majority but lag somewhat behind. The members of this group are usually skeptical and cautious. They can be won over, but not without the combined pressure of a majority of their peers. Typically they have less education and lower social status than Early Adopters.

Laggards

Laggards are the last in the system to adopt something new, sometimes they even actively oppose innovation. They tend to be suspicious of "new-fangled" ideas and their personal world-view revolves around traditional values. Keep in mind, they will adopt but don't hold your breath.

Resisters

While the Laggard will adopt, finally, the Resister will not. They are oriented toward the past, are often reactionary, and are highly local in their outlook. They believe that by not considering something new they are doing the best thing for all concerned. They usually have the best of intentions. Though they cannot be counted upon to assist in the diffusion process they are not particularly dysfunctional because they are usually low in influence and often isolated and alienated from the social mainstream.

While Innovators tend to be Innovators regardless of the innovation, Resisters and Laggards as a group tend to change depending upon the nature of the innovation. Many times Laggards hold gatekeeper functions and can destroy new programs through rearguard actions.

TEST YOURSELF

Test yourself on the following Hurt, Joseph and Cook Innovation scale to determine whether you are an Innovator or Resister.

THE HURT, JOSEPH AND COOK INNOVATION SCALE

Circle one of the following answers: 7-Strongly agree; 6-Agree; 5-Moderately Agree; 4-Undecided; 3-Moderately Disagree; 2-Disagree; 1-Strongly Disagree

1.	My peers often ask me for advice or information.	7	6	5	4	3	2	1
2.	I enjoy trying out new ideas.	7	6	5	4	3	2	1
3.	I seek out new ways to do things.	7	6	5	4	3	2	1
*4.	I am generally cautious about accepting new ideas.	7	6	5	4	3	2	1
5.	I frequently improvise methods for solving a problem when an answer is not apparent.	7	6	5	4	3	2	1
*6.	I am suspicious of new inventions and new ways of thinking.	7	6	5	4	3	2	1
*7.	I rarely trust new ideas until I can see whether the vast majority of people around me accept them.	7	6	5	4	3	2	1
8.	I feel that I am an influential member of your group.	7	6	5	4	3	2	1
9.	I consider myself to be creative and original in my thinking and behavior.	7	6	5	4	3	2	1
*10.	I am aware that I am usually one of the last people in my group to accept something new.	7	6	5	4	3	2	1
11.	I am an inventive kind of person.	7	6	5	4	3	2	1
12.	I enjoy taking part in the leadership responsibilities of the groups I belong to.	7	6	5	4	3	2	1

DISSEMINATION CATALYST

*13.	I am reluctant about adopting new ways of doing things until I see them working for people around me.	7	6	5	4	3	2	1
14.	I find it stimulating to be original in my thinking and behavior.	7	6	5	4	3	2	1
*15.	I tend to feel that the old way of living and doing things is the best way.	7	6	5	4	3	2	1
16.	I am challenged by ambiguities and unsolved problems.	7	6	5	4	3	2	1
*17.	I must see other people using new innovations before I will consider them.	7	6	5	4	3	2	1
18.	I am receptive to new ideas.	7	6	5	4	3	2	1
19.	I am challenged by unanswered questions.	7	6	5	4	3	2	1
*20.	I often find myself skeptical of new ideas.	7	6	5	4	3	2	1

SCORING THE H.J.C. INNOVATION SCALE

A. Add all ratings except 4, 6, 7, 10, 13, 15, 17 and 20. Subtotal A. ____

B. Add the ratings of items 4, 6, 7, 10, 13, 15, 17 and 20 and subtract from the total of all other items. Minus Subtotal B. ____

C. This is your Innovation Quotient and can be listed as below. Total C. ____

83 to 80	Innovator
79 to 64	Early Adopter
63 to 23	Early Majority
22 to 17	Late Majority
17 to -33	Laggard
-34 to -36	Resister

From "Scales for the Measurement of Innovations," H. Thomas Hurt, Katherine Joseph, and Chester D. Cook. Human Communication Research, Vol. 4, No. 1, Fall, 1977. Pages 58-65.

DISSEMINATION CATALYST

PROACTIVE AND REACTIVE PROGRAMS

The idea of statewide dissemination networks is new and, as additional methods and procedures develop, the networks will tend to incorporate those deemed worthwhile and will expand or contract accordingly. At the same time the number of individuals and organizations widely available to serve as a "link" between resources and users is very small, therefore, the number of resources for development and planning networks is limited.

As with any system that is vital and growing, no doubt changes will take place. Needs will change, methods and mechanisms for handling information will be improved, roles will alter. Work toward improvement and perfection of the Network is a continual and ever present goal of the Unit for Dissemination.

DISSEMINATION INNOVATION NEEDED

One change in direction for the dissemination program is already needed. Efforts should be made to develop within the Network a more "pro-active" approach than a "reactive" one.

Let us consider the difference:

> Let us suppose that in the next General Assembly the decision is made that every school should teach a course in the social and cultural habits of aardvarks.
>
> They are the first animal in the dictionary and they have not been getting their just share of recognition for years now.
>
> A bill would be passed which would direct the Department of Education to insure that the aardvark question is addressed in Kentucky's schools.
>
> Local superintendents would be informed of the new regulation and asked to notify their principals that aardvarks should be worked into the program of instruction. The principals would then hold a faculty meeting in their schools and tell their teachers to reorganize their lesson plans "while thinking aardvark."

At present a teacher would begin searching for new aardvark lesson plan material by: going to the library, asking other teachers, and contacting Information Retrieval Services in the State Department of Education through the Dissemination Network. The dissemination staff would then "react" to the request by giving the teacher whatever material on aardvarks was available and on hand.

The new approach needed is a "proactive" one. That is, the group responsible for the dissemination of information along the Network would know well in advance (through surveying, task forces, advisory councils, or following materials published by the legislature and various "thought leaders") that the bill was to be passed. The dissemination group would prepare special materials in advance on subjects relating to aardvarks and see to it that these materials were placed in the hands of educators who would use them.

CONCLUSION

The "proactive" system is still in its infancy as part of the Kentucky Dissemination Network. It would appear to be an innovation which the Network and Local Linkage Teams should consider as part of their continued development.

DISSEMINATION CATALYST

FORTY-SEVEN WAYS TO INCREASE EDUCATIONAL COMMUNICATION

A few years ago the Pennsylvania Department of Education sponsored a series of communication seminars for school administrators. At each seminar a segment of the program was used to brainstorm practical ways local districts could improve communication with their various external publics.

The 400 participants came up with more than 1,000 ideas and suggestions. We have selected 47 of these as the most practical and interesting. They should be useful in helping you to set up your local dissemination program.

What school boards can do:

--Set board policy for communication and public relations.

--Budget for the communication activities you want to carry out.

--Hold meetings in the various schools of the community. Publicize in advance and ask for local representative at the meeting.

--Set a public speaking-out time at the first part of board meetings.

--Plan training programs for board members, particularly new ones.

--Set aside half an hour at each meeting for a staff report on a new program. View it as in-service training for board members and the audience.

--Hold meetings at locations and times convenient for the public to attend.

--Appoint a short-term advisory committee to review the system's communication program yearly.

--Structure informal gatherings so teachers can get to know members.

--Arrange for displays of student art in the board room.

--Present a "citizen-of-the-month" (and teacher and student) award for outstanding service or accomplishment for the district.

--Put board members on the school system's speakers bureau.

--Invite citizens with special talents to volunteer their time to lecture classes, provide demonstrations and speak at in-service meetings.

What administrators can do:

--Organize a speakers' bureau composed of staff and board members to speak to PTAs and community groups.

--Ask business and industry representatives to exhibit their materials and products and discuss their activities with students.

--Install a hot-line or control telephone to answer questions from callers to check on possible trouble areas.

--Invite representative groups or parents to have an early morning breakfast at a local school once a week. Solicit their concerns, problems of their children, and what suggestions they have to improve conditions.

--Hold brief seminars every six months with realtors and real estate salespersons. Give them printed materials to distribute to new residents. It may also be useful to brief bartenders and beauticians!

--Corduct human relations seminars for staff and students.

--Send "thank-you-grams" to staff and students who go above and beyond the call of duty.

--Sit and eat with students in the cafeteria.

--Conduct surveys of citizens to learn of their thoughts about schools.

--Invite citizens and students to take part in teacher in-service training programs.

--Encourage community and student participation in curriculum planning.

--Recognize staff and student achievements at board and staff meetings.

--Sponsor a toastmaster's club locally and encourage administrators and teachers to join to improve speaking skills.

--Publish guidelines on how to avoid jargon in writing.

--Conduct neighborhood seminars on problems of local interest.

DISSEMINATION CATALYST

--Be accessible at specified times to staff, students, and parents to discuss problems, gripes, or suggestions.

What teachers can do:

--Maintain an open door to parents at all times.

--Make an inventory of the human resources in the school community. Invite parents with talents to lecture classes.

--Arrange displays of student art work in windows of local businesses.

--Hold luncheon meetings with parents of young children in school cafeterias.

--Hold demonstration classes for parents and other interested students.

--Conduct a "Meet the Press" session in class with the superintendent, the principal, a board member as guests and students as reporters.

--Assist students in a study of the functions of the school board.

--Help students publish a class newspaper and send it home to parents.

--Study classroom management styles.

--Assist high school students in setting up a tutoring service for other students.

--Form an "innovative ideas" council for teachers.

--Volunteer to switch duties for a day with an administrator.

DISSEMINATION CATALYST

HAVE YOU EVER HEARD OF ALFREDO PARETO?

Alfred Pareto wasn't Chris Columbus' chief petty officer but he was Italian. Pareto was a mathematician, economist and engineer who discovered that 80% of Italy's wealth was in the hands of 20% of the population.

Ever since the discovery of Pareto's Principle a number of 80-20 rule phenomena have been discovered:

--Twenty percent of a company's products produce 80% of its sales;

--Twenty percent of a sales force generate 80% of the sales;

--Twenty percent of an information resource will answer 80% of the questions asked of it.

To paraphrase a great retailer, "Only 20% of my advertising is any darn good; but I can't tell which 20% it is!"

Dr. Harold T. Smith, associate professor of business education at Brigham Young University, is quoted in the June, 1978, issue of Training Magazine as suggesting that your management duties and responsibilities adhere to Pareto's Principle.

Smith interviewed a number of managers to determine what abilities or competencies they considered to be the 20% that yields the 80% and their answers should bring some easing of burden to your role as a Local Dissemination Representative. The assumption is, of course, that if you know the 20% you can capitalize on this knowledge, increase productivity and decrease work load.

The 20 Critical Managerial Competencies are:

Importance Rating	Survey Rank and Competency
Super Critical	1. Listen actively 2. Give clear, effective instruction 3. Accept your share of responsibility for problems 4. Identify real problems

Importance Rating	Survey Rank and Competency
Highly Critical	5. Manage time: set priorities 6. Give recognition for excellent performance 7. Communicate decisions to employees 8. Communicate effectively (orally) 9. Shift priorities if necessary 10. Explain work 11. Obtain and provide feedback in two-way communication sessions
Critical	12. Write effectively 13. Prepare action plan 14. Define job qualifications 15. Effectively implement change 16. Explain and use cost reduction methods 17. Prepare and operate within a budget 18. Develop written goals 19. Justify new personnel and equipment 20. Participate in seminars and read

It should be of interest to you as the leader of a linkage team that the four competencies rated super critical by Dr. Smith are related to communication and working with people. The number one competency, Active Listening includes such communication "sophistication" as hearing how the speaker feels and showing him or her that you consider them and their role important.

Originally reported in the January 1978 issue of Management World. Taken from report presented in Training Magazine, June, 1978. Page 6.

DISSEMINATION CATALYST

TIPS FOR TEACHING TEACHERS

Training Magazine, in their June, 1978, issue lists some tips for teaching developed by Dr. Larry G. McDough of Indiana University at Kokomo. McDough bases his tips on his experience teaching a course called Management Training Techniques. Catalyst believes that these tips may be of interest to you as you develop inservice programs for your district.

Tips for Teaching Teachers

--Education is a joint enterprise: Students learn best when they contribute to the learning process.

--As an instructor, you can be wrong at times, so admit mistakes. Don't bluff if you don't know.

--When preparing for the workshop, clearly define the course objectives and select materials, teaching techniques, and assignments to best meet those objectives.

--In determining assignments, plan the course in its entirety and allocate sufficient time to cover the various topics.

--Remember: Most students want you to "take charge." They want to feel they are being allowed to contribute, but, at the same time, they expect the instructor to provide direction.

--When you meet a workshop group for the first time, clearly define the classroom structure, i.e., let the group know from the outset exactly what is expected of them and what they can expect from you. If they don't know you, introduce yourself and say something about your background and qualifications. Distribute a workshop outline and schedule--and go over it with them carefully.

--When organizing a presentation, try the "sandwich method." Tell the participants what you are going to tell them, tell them, tell them what you have told them. Studies reveal that most people want the workshop leader to draw appropriate conclusions rather than leaving the conclusions strictly to them.

--Avoid personal criticism of a participant when opposing his opinion or position on a given issue.

--Avoid sarcasm in a workshop. It usually backfires.

--Workshop participants appreciate these characteristics in instructors: the ability to see subject matter from the audience's perspective and the ability to communicate it on an intelligible level; a commitment to the topic and enthusiasm for the material; a willingness to listen and learn from the workshop participants; a flexibility in conceptualizing subject matter.

--Spend adequate time in preparation.

--Obtain prompt and continuous feedback from participants. Make certain they know the material you are supposed to be covering. See that presentations are not over their heads or too elementary.

--Don't be afraid to experiment with different techniques or methods, even if only for a change of pace.

--Finally and foremost, remember that teaching is fun. Properly done, a workshop presentation should be a rewarding and satisfying experience for all concerned.

Abstracted from Training magazine,
June, 1978. Page 58-59.

DISSEMINATION CATALYST

TELLING PEOPLE ABOUT YOUR PROGRAM

"Telling" is usually the process used in order to create awareness and interest in an educational program or product. Although information itself is crucial in improving school programs, the dissemination function usually involves more than just providing additional information. Ideally, your local linkage program will also create a desire for improvement, provide encouragement to try out programs and products which will lead to school improvement, and if possible, arouse enthusiasm for the products and programs among potential users.

SELECTING DISSEMINATION CHANNELS

The choice of media to be used will usually depend upon the situation, the size, and the characteristics of the audience to be reached. To reach all of the teachers of a large school system would probably require some type of mass media; in a small system face-to-face communication would be most appropriate.

The mass media are able to reach a large number of people rapidly and can be relatively economical. A major drawback is that they are often too impersonal to be effective. They also facilitate selective exposure, selective attention, and selective retention. That is, people tend to hear what they want to hear! Mass media tend to be more effective when people who are already aware of the practice you want them to adopt and more effective with people who tend to be "early adopters".

Face-to-face communication is the most powerful means of influencing other people and changing their attitudes and behaviors. Many studies have shown that information spreads best when people talk to one another in person. As compared with mass media, personal communication is more effective in overcoming resistance or apathy, and capable of changing strongly held attitudes.

Personal, face-to-face, communication also allows for a two-way exchange of information which encourages immediate clarification of issues. Personal channels allow specific targeting which overcomes the problem of selective exposure. The main disadvantage of interpersonal contact is that it is a relatively slow (and expensive) way of reaching large numbers of people. The face-to-face approach is extremely helpful when approaching the district's "opinion leaders" and "gate keepers". (See 578-04-1) These persons are important because they provide access to the informal communication network in your school system because they influence others.

For most situations a mix of the two, mass media and face-to-face communication, would probably be most successful. The attached chart should be useful in determining how you want to organize your media mix.

CHART 4-3

TARGET GROUP AND DISSEMINATION ACTIVITIES CHART

LIST TARGET GROUPS

LIST DISSEMINATION ACTIVITIES	PROPOSED COMPLETION DATE	ACTUAL COMPLETION DATE										

MASS MEDIA INTERPERSONAL 1278-02-3

DISSEMINATION CATALYST

DEMONSTRATING YOUR GOOD PROGRAMS

One of the best ways to tell other educators about the outstanding programs your school district has developed is to show them as part of a demonstration.

A demonstration is an activity in which the audience or participants observe planned, carefully presented examples of real or simulated behavior illustrating certain techniques, materials, equipment and procedures as they might realistically use them.

Demonstrations can be used with a great deal of flexibility through "demonstration centers," at "demonstration schools," or on "demonstration days." Within a given school, "demonstration classes" and "demonstration lessons" can be conducted.

If you should decide to conduct a demonstration program you should keep in mind that it will perform various functions for you:

--it will create awareness for your program and inform others about new materials and techniques;

--it will increase understanding of the items being shown and explained;

--it will help to arouse interest in the program;

--it will help to build conviction and convince the potential adopter of the feasibility and usefulness of the innovation. This may be the most important function of a demonstration.

EFFECTIVENESS

To be effective the demonstration should meet the following criteria:

1. Convenience--It should be conducted at a convenient time and place.
2. Evidential Assessment--It should give potential adopters an opportunity to examine and assess the operating qualities of the program or product. It should illustrate both positive and negative factors related to innovation and its implementation.

3. Credibility--it should be convincing, and this requires that it be conducted in a situation very similar to that in which the potential adopter would be using it. Anything unreal or artificial in the setting will tend to detract from its effectiveness.

PLANNING

In planning a demonstration, five items should be kept in mind:

1. Location: A site should be selected which offers maximum convenience and credibility.
2. Demonstrator: The person conducting the demonstration should be competent, skilled in using the innovation, have considerable knowledge of the program, be flexible and enthusiastic. Demonstrations by peers are more effective than demonstrations by persons of higher status than the participants.
3. Participants: Invite only those who can benefit from the demonstration. Select them on the basis of their interests and needs. Include high-status individuals who can provide follow-up support later.
4. Invitation: Prepare an effective invitation letter to mail out with registration forms. If possible include orientation materials.
5. Detailed Plan: Follow these steps in preparing a detailed plan of demonstration;
   a. Outline the sequence of events in detail
   b. Review and revise the outline
   c. Prepare the materials and equipment that will be needed before and after the demonstration and during each event (e.g., space, facilities, personnel)

d. Conduct a "dry run" of the demonstration for a few people who can suggest refinements.

e. Prepare a final revision of the plan with a carefully developed time schedule and incorporate it in a printed program or agenda.

FOLLOW-UP

You will find it helpful to plan follow-up activities to be held immediately after the demonstration. These could include:

--Group discussions

--Laboratory sessions in which the participants receive individual guidance in doing what has been demonstrated

--Interviews with observers to help them plan ways of using the innovations in their home settings.

--Evaluation instruments filled out at the end of the program.

After the participants have returned to their own schools, several other kinds of follow-up activities may be carried out. Perhaps the most important of these in maximizing the effect of the demonstration is to provide assistance in implementation. Assessing the effects of the demonstration on those who attended, sometime after the demonstration, is also desirable.

MAXIMIZE EFFECTIVENESS

In order to maximize the demonstration's effectiveness, you should:

--offer the participants something new or different

--encourage team attendance

--make maximum use of viewing (listening should be a supporting element)

--arrange in advance for adequate facilities and equipment

--provide an observation instrument to facilitate notetaking

--in introducing the demonstration tell the audience why it is observing, what to look for, and how to observe

--postpone questions, discussions, and explanations until after the demonstration, especially when interruptions would detract from the demonstration's realism

--use someone other than the demonstrator for follow-up activities

--make sure the demonstrator and follow-up leaders are carefully trained

--provide for free verbal interchange with classroom teachers who have already used the innovation

--avoid formal presentations by outside experts

--avoid theoretical lectures

--when possible, provide opportunity to question the pupils and the principal

--provide a summary article about the program to be taken home

Have a successful demonstration!

DISSEMINATION CATALYST

PERSUASIVE APPEALS

A persuasive appeal is a particular approach for gaining acceptance within your school district for a particular program or practice. When a communicator selects a particular appeal for use with a group or individual that he or she is trying to influence, certain assumptions about the individual or group have been made. There are many ways of classifying persuasive appeals and the following categories are often used:

VALUE APPEAL -- views the potential adopter as a professionally oriented person who can be appealed to on the basis of his or her values.

RATIONAL APPEAL -- views the potential adopter as a rational entity who can be convinced on the basis of hard data and logical argument.

DIDACTIC APPEAL -- views the potential adopter as willing to adopt but untrained in the use of the innovation.

PSYCHOLOGICAL APPEAL -- views the potential adopter as a psychological entity who can be persuaded on the basis of his need for acceptance, involvement and inclusion.

ECONOMIC APPEAL -- views the potential adopter as an economically oriented entity who can be appealed to on the basis of economic motives.

AUTHORITY APPEAL -- views the potential adopter as a member of a bureaucratic system who can be influenced to adopt by virtue of his relationship to an authority hierarchy.

APPROACHES

In making persuasive appeals during the ACCEPTANCE and INSTALLATION steps of dissemination (see 0179-01-1). You should be aware that different approaches emphasize different characteristics of the new porgram or product you are trying to get people to use. For example:

A. Relative Advantage Approach

1. The product or program is needed -- meets a diagnosed need.
2. A large number will benefit from its use.
3. On the basis of evidence it has been shown to be effective.
4. Feasibility is high that the product will work in your situation.
5. The product or program can be adapted to the local situation.
6. The performance is reliable.
7. The product is "mechanically" attractive.
8. There are no negative side effects.
9. It is similar to programs the district has adopted in the past.

B. Benefits to Students Approach

1. The product or practice improves rate of learning.
2. The product or practice improves the scope and amount of learning.
3. Job entry or advancement skills are improved.
4. The product is easy and convenient to use.
5. Students tend to enjoy the program.
6. The practice has desirable effects on attitudes (self-concepts, relating to others, etc.)

C. Benefits to Teachers Approach

1. The program or practice saves time.
2. It saves energy.
3. It is convenient and easy to use.
4. It is interesting and enjoyable to use.
5. The program creates a sense of security.
6. The practice increases the prestige or leadership status of those who use it.

DISSEMINATION CATALYST

DISSEMINATION TECHNIQUES

There are a number of methods that can be used in working to gain acceptance for a new program or idea. The effectiveness of these various techniques vary, of course, depending upon the situation. Your own local linkage team will also influence the methods you use as you will be determining what activities are most "comfortable" for you. Other factors might include the amount of time and resource available to get the new idea accepted.

Before you begin to work on dissemination techniques of your own, it might be useful to have a framework for grouping the various kinds of activities that are possible. Egon Guba has suggested six categories of dissemination techniques*:

TELLING

Communicating with written or spoken words.

Examples: newsletters; brochures; articles; television; conferences face-to-face exchanges

SHOWING

Communication that involves direct contact with the innovation through observation or actual participation.

Examples: demonstrations; simulations; displays; slides or film

HELPING

Direct involvement by a change agent in the affairs of the client, on the client's terms.

Examples: consultations; service; trouble-shooting

TRAINING

Familiarizing adopters with a proposed innovation. It may involve assisting them to increase their skills or alter their attitudes.

Examples: workshops; internships; extension courses; local in-service training; or formal university courses

Training differs from the other techniques in that the adopter usually makes a formal commitment to learn by allowing himself to become involved in the training.

INTERVENING

A technique in which a change agent is directly involved on his own terms, rather than those of the adopter.

Examples: mandating of certain actions (adoption of a textbook); instituting control mechanisms (a statewide testing-program); or intruding certain political or economic factors (purchasing language-lab equipment)

Almost all possible diffusion techniques will fall into one of these six basic categories.

DISSEMINATION CATALYST

TIMING: STEPS IN THE DIFFUSION PROCESS

In diffusing an innovation among the members of your school system, the matter of timing must be given careful consideration. You should keep in mind that potential adopters pass through five rather specific stages in deciding whether or not to adopt.

They are:

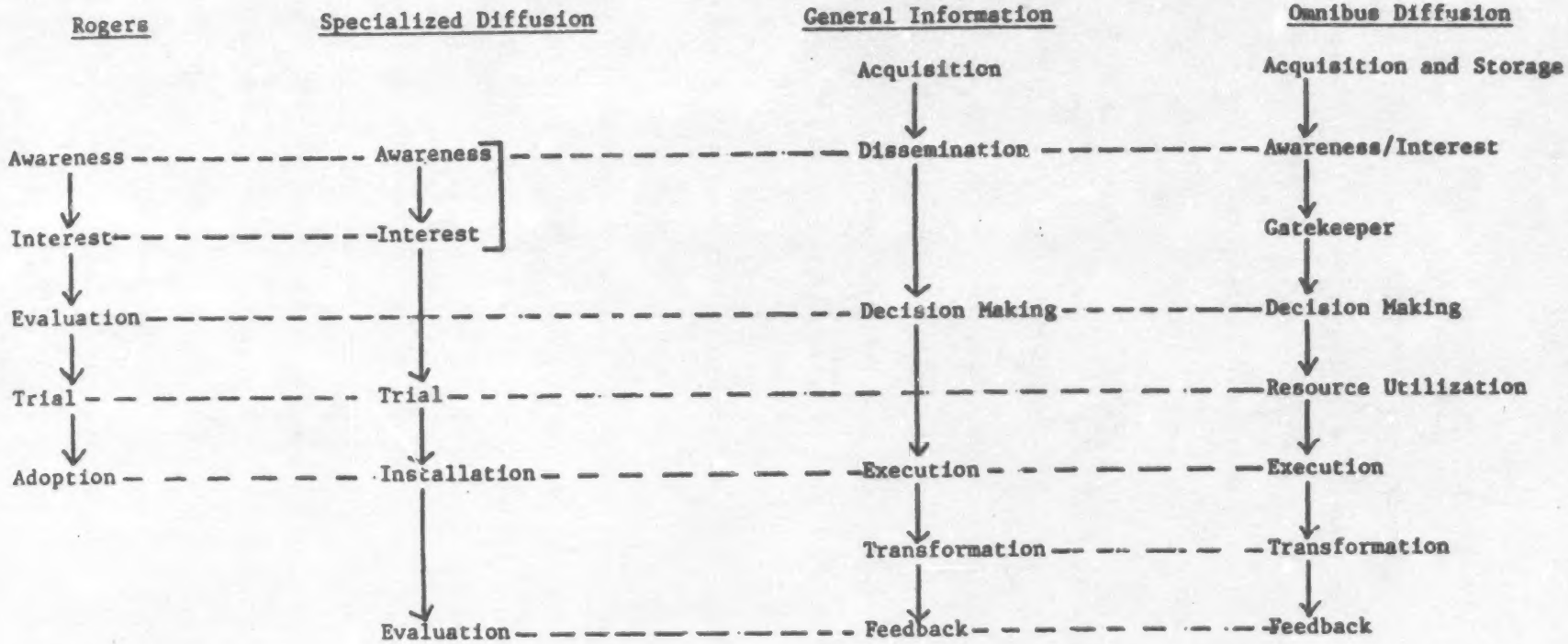
1. Awareness: First knowledge of the existence of a good new program or practice.
2. Interest: Actively seeking further information about the new practice.
3. Evaluation: Forming a favorable or unfavorable attitude toward the new practice, i.e., a subjective appraisal.
4. Trail: "Experimental" use of a new practice on a temporary or test basis.
5. Adoption or Rejection: Deciding whether or not to make full use of the new practice as the best course of action available.

These steps may not always occur in the above sequence, and in some instances one or two might be skipped entirely. Research does show that the adoption of a new idea or program requires time and involves different phases as shown on the chart on the next page.

Therefore, your local dissemination efforts should try to keep in phase with the group you are trying to get to use the new practice or program. It should not neglect the initial phases of making people aware of the innovation and arousing their interest. It is also unwise to push your teachers and administrators to try a new program while they are still wanting basic information. Working to arouse interest when they have already passed through the trial stage and are ready to adopt on their own is likewise a waste of time.

CHART 4-1a

INTERFACE OF ROGERS MODEL, SPECIALIZED DIFFUSION MODEL, AND GENERAL INFORMATION MODEL YIELDING SIMS OMNIBUS DIFFUSION MODEL



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